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ABSTRACT

The guide for teachers of trainable mentally retarded (TMR) children is thought to be valuable especially to teachers, administrators, and other workers in public schools who are involved in educational programs for the children. Discussion of a general approach to the problem of educating TMR children in the public schools includes the topics of background philosophy, the state program, administration and policies, general aims and objectives, suggestions for evaluation of student including an evaluation check list, and the curriculum needed at different age levels. Curriculum materials are then suggested as guides to the type of activities which were said to have been successfully used by teachers in TMR classes. Materials were suggested for areas of social adjustment, self care, home-community usefulness, physical education, language development, number concepts, music therapy, and art therapy. Parent counseling is then briefly covered. Sample programs are then provided for preschool, primary, intermediate, and teenage levels, and for music therapy and arts therapy activities. Selected equipment for use in TMR classes is also listed. (CB)

ED 064848

A Guide for Teachers of Trainable Mentally Retarded Children

Prepared by
Teachers of Mentally Retarded Children,
School Administrators, College Personnel
and
STATE SPECIAL EDUCATION PERSONNEL

OKLAHOMA STATE DEPARTMENT OF EDUCATION
Leslie Fisher, Superintendent
1972

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State Special Education Section

U.S. DEPARTMENT OF HEALTH,
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in cooperation with
Oklahoma Curriculum Improvement Commission
William D. Carr, Chairman
Clifford Wright, Executive Secretary

THE OKLAHOMA STATE DEPARTMENT OF EDUCATION

Leslie Fisher, Superintendent
1972

FOREWORD

It is encouraging to know that the students within the thirty to fifty I.Q. range are being better provided for in the Oklahoma schools. The number of classes for these children has increased annually since the enactment of legislation, which helps to pay the cost of operating such classes. The advances in providing quality activities for these students is also gratifying.

The previous editions of this guide have been evaluated in various cities throughout the nation and many generous comments have been directed toward Oklahoma Special Education through my office.

This guide is of exceptional quality and it should prove to be a valuable reference for anyone connected with trainable students. It will be particularly valuable to the teachers, administrators, and other workers in our public schools who are organizing and expanding educational programs for these children.

Leslie Fisher
State Superintendent
of Public Instruction

ACKNOWLEDGMENTS

A number of agencies and individuals from all over Oklahoma made valuable contributions in the preparation of this Guide for Teachers of Trainable Mentally Retarded Children.

The first Oklahoma Guides for Teachers of Trainable Mentally Retarded Children were published in 1959 and 1960. These publications helped meet a great need in this area of special education. Much credit is due all those who participated in the production of these guides; however, since their names appear in the 1959 and 1960 guides, it appears unnecessary to reprint them in this guide.

The guide is an outstanding contribution to the welfare of mentally retarded children. It is excellent in organization and content. To all who participated in this production, I would like to express my appreciation.

Maurice P. Walraven
Administrator
Special Education Section

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Section I

A general approach to the problem of educating Trainable Retarded Children in the Public Schools

I. PHILOSOPHY

Children are all unique. Some are tall, some are short; some are heavy, some are slender; some have brown hair, some have black; some are bright, and some "not so bright." The variations are endless, but in America where all life has value, worth, and dignity, these youngsters have certain assurances.

Among these children are youngsters described as trainable. These are part of the children who are "not so bright" as the descriptive terminology applied to them would tend to imply. However, the basic aim of public school education is maintaining and promoting the American way of life, and the basic guarantees thereof apply for trainable as well as any other children. These guarantees do not have qualifying clauses restricting any children.

It is believed that it has never been the intent of education to refute these basic aims for this group of children, yet the question of how to fulfill these obligations has recently come in for serious thought and study within public education. There would appear to be many reasons for this delay, some of which would be:

1. A modification of public opinion in the regard that instructional placement was necessary for all of these children.
2. The rapid urbanization of population with the ensuing complexities of living in large groups.
3. The lag in medical technology in the prevention of some of these conditions while at the same time making rapid advances in increasing the life span of youngsters already afflicted.
4. Questionable early identification of these youngsters which has improved considerably since 1920.
5. Increased population, etc.

Since more systematic study has been undertaken with this group of children, much has been learned and will continue to be learned.

It is important to recognize that in dealing with the problems of the mentally retarded child, regardless of the degree of the retardation, that you do not deal with him in a vacuum. His life touches and has influence over numerous other lives. He has parents, siblings, aunts, uncles, and grandparents, all of whose lives are touched by his condition. All of these people are interested and deeply concerned with his welfare. This child must live in the limited environment of an institution or at home, but how he lives depends on the assistance that his society provides for him. Both the child and his family need the help, guidance, and understanding of an informed and capable citizenry.

II. THE STATE PROGRAM FOR THE TRAINABLE CHILD

The 1957 session of the Oklahoma Legislature placed the education of trainable mentally retarded children on the same basis as other classes for exceptional children in the public schools. The reimbursement for these programs will be the same as that for any other public school Special Education class.

NUMBER REQUIRED FOR A CLASS TO BE APPROVED: The size of a class for trainable mentally retarded as regulated by state law requires a minimum of five (5) and a maximum of ten (10) children who have been tested and recommended for special class placement by a qualified psychological examiner. The maximum is twelve (12) pupils per class if the equivalent of one (1) half-time aide is used and thirteen (13) pupils per class if one (1) full-time aide is used.

WHO IS ELIGIBLE FOR MEMBERSHIP IN CLASSES FOR TRAINABLE MENTALLY RETARDED CHILDREN? The children eligible for these classes are those who attain an Intelligence Quotient of approximately 30 to 50 on tests administered by qualified psychological examiners. Children with I.Q.'s ranging from approximately 50 to 60 may be placed in either a class for educable mentally handicapped or trainable mentally retarded upon a recommendation of the examining psychologist. Eligible students must be school age, ambulatory, and able to hear and see well enough to engage in class activities. They must be able to take care of their toilet needs, communicate wants, and understand simple directions. They must be able to adjust well enough socially so that they do not constitute a danger to themselves or others, and they must be emotionally stable enough to engage in group activities.

In most cases these children are unable to profit from an academic type of educational program and will require care, supervision, and economic support throughout their lives. These individuals will, however, be able to improve their social adjustment and become more useful in their sheltered environment, whether at home or in an institution, as a result of their participation in the school program for trainable mentally retarded children. In some cases, selected older students can experience success in a closely supervised work-study program where the students are first given intensive vocational training and then released from class part of the school day for actual work experience. The teacher coordinates what the students do in the classroom with what the students do on the job so that maximum benefit is derived for each student.

THE TEACHER: The teacher must have a certificate to teach mentally retarded children. In addition to her academic qualifications, the teacher should have the ability and desire to define the individual needs of her children, and to devise classroom experiences for them that will help satisfy these needs. She should be honest with the parents and with her fellow teachers with regard to what she believes she can help the children to achieve; and above all, she must be able to accept the children emotionally.

LENGTH OF SCHOOL DAY: A school day for children enrolled in special education classes who function at an academic level not higher than first grade shall consist of not less than five hours of school activity.

When a child is unable to attend school five hours, the length of his school day may be determined by the local school authorities with the approval of the State Special Education Section Administrator.

It appears that there are not enough institutions to care for the trainable children of this nation, however, not all need such placement. For many, provisions can be made for them to live at home and attend day school geared for their special needs; however, for others the more limited environment of an institution is more satisfactory. Whatever the placement most desirable, both the child and the family will need considerable help, both professional and lay.

In thinking about a constructive program for preparing the trainable mentally retarded child to live in society outside the limited environment of an institution, the principles and aims of the regular curriculum would apply except for the changes indicated by their special needs and conditions. These youngsters are grouped under the classification of trainable mentally retarded as the designation of the type of program from which they can benefit. These children must be taught what most children pick up incidentally. This assumes that the major portion of their program will be devoted to a great variety of experiences which will condition their responses without necessarily involving the accumulation of a great deal of knowledge or the development of insight in these responses. Yet, this need not preclude all academic instruction since many of these youngsters will be able to profit to a limited degree from simple reading, writing, etc., but such work is presented only when the need for it is demonstrated.

The establishment of rapport between the child and his teacher is most essential in helping the child to develop to his full capabilities. This understanding must be a genuine feeling of trust and warmth and not one of degrading pity.

As with normal children, the adjustment of the trainable retarded child to this type of program depends to a large degree on his ability to acquire social habits and skills and on his emotional stability. Many of these children have had little or no opportunity for interpersonal relationships, play opportunities with children outside the family, nor any of the experiences which are common to group activity. Interpersonal relationships, group activities, and all possible social relationships must be taught, continually reinforced, and developed as part of the daily program. Since most of these children are also handicapped in the area of speech and since much of their social competence depends upon oral expression, considerable emphasis must be placed on their speech development and refinement as well as extending their vocabulary.

III. ADMINISTRATION AND POLICIES

Administration of Special Education programs involves the emphasizing of some factors that ordinarily do not receive such emphasis in regular public school education programs.

In the first place, the name, Special Education, constitutes administrative difficulties. A possible connotation of the word "special" is that it is something different or apart from regular public school education. This is unfortunate because it hinders the acceptance of the program, and places the people directly connected with Special Education in the position of having to explain to the public and to the rest of the school why this implication is not applicable.

The Special Education program will always be small in comparison with the regular school program. Those who are interested in Special Education know this and are pleased that it is small because a child eligible for Special Education services must have a handicapping disorder, which makes it necessary to provide his educational experience in special ways if he is able to profit from public school experience.

Because Special Education is a small program, and has a per capita cost a great deal higher than the average per capita cost of other programs of the school, it is vulnerable in the sense that in an economy move it could be one of the first to be discontinued for the reasons mentioned above. Consideration for the needs of all handicapped children demands that school administrators be fully aware of the necessity for Special Education programs for those children who cannot realize their educational potential in regular classrooms.

A program of training for these children involves many problems that are not common in the regular classroom. There is a certain amount of social stigma associated with being placed in Special Education classes for mentally retarded children because of the status value of academic ability. Special Education teachers receive more money than the average classroom teacher. They teach fewer children; and according to the standards of regular classrooms, the children do not learn much. This is not saying that less teaching is done. It requires more planning to determine the educational needs of each individual child, his capacity for acquiring skills and insight, and then building a curriculum especially designed to afford him the best opportunity to learn, than it does to adopt a standard of proficiency for all children and try to make all of them achieve up to this standard. For these reasons, it is necessary for the administration of a school considering the establishment of a Special Education program to sincerely believe that Special Education is necessary for deviate children. The administrator, however, can be thoroughly sold on the program himself and still have the responsibility and need to sell the program to his school personnel before it will be accepted. In other words, and again for the above mentioned reasons, a Special Education program needs more cooperative support than other programs.

The physical facilities of the Special Education room must be as good as or better than those of the regular classrooms because an inferior room or inferior equipment implies that the stigma associated with this room is justified. Every effort must be made to lessen the isolation of

these children from the regular school activities. The matter of transportation is a real problem with trainable mentally retarded children. They must be under constant supervision from the time they leave home until they reach school, and it is difficult to provide this supervision without special transportation.

Parents of the children sometimes have a great deal of difficulty in accepting the fact that their child will never be able to do academic work to any appreciable degree. Before the parents can support the program wholeheartedly, they must understand and accept the objectives and anticipated benefits of the public school program for their child. This is an administrative problem.

All of these are administrative problems. They are difficult and unusual, and some school administrators are reluctant to accept these additional problems as part of their function in the public school. Unless the administrator can accept this program with all its difficulties as an integral part of his school, it will not be satisfactory to him, to his school personnel, to the parents of the children, and above all to the children who are being taught.

The first step in providing Special Education services is to determine the need for these services. The minimum number required for a state reimbursed unit for trainable mentally retarded children is five who have been determined to be eligible on the basis of the results of individual psychological examinations. The teacher must have a Special Education Certificate, and an adequate room with the essential equipment must be provided.

In organizing a class in special education, it is necessary to file two separate forms with the Special Education Section. The first form is a Declaration of Intent to teach a class in special education. This form indicates the type of class you plan to operate. It is mailed in duplicate by the Special Education Section to schools before the close of the current term and one copy should be completed and returned.

The second form is an Application for Conditional Preapproval Plan to Teach a Class in Special Education. It is mailed in duplicate before the beginning of the school term to schools that have filed a Declaration of Intent to teach a class. It should be completed and one copy returned to the Special Education Section not later than thirty days after class organization.

IV. GENERAL AIMS AND OBJECTIVES

The school program for trainable mentally retarded children has as its goal the development of self care, social adjustment, and usefulness at home and in a limited environment. To reach these goals it becomes necessary that the school curriculum be planned:

A. To help the child make a successful adjustment between home and school life

B. To help the parent accept his child's limitations and build on his abilities

C. To help the child work and play as a member of the group

D. To develop in the child courtesy and good manners

E. To teach the child good health habits

F. To train the child in neatness and cleanliness of person and place

G. To develop the child's muscular coordination

H. To train the child to be helpful at home and useful in a sheltered environment

I. To develop the child's confidence and self-expression

J. To teach the child to speak as clearly and correctly as possible, and to enlarge his vocabulary as much as possible

K. To train the child in the recognition of words and numbers that will be useful to him in his everyday life

L. To provide the child with socially acceptable leisure time activity

M. To develop personal happiness within the child's capabilities

N. To develop the child vocationally within the limits of his ability

V. SUGGESTIONS FOR EVALUATION OF STUDENT

In order for the teacher to do effective teaching, it is important that she have as complete knowledge as possible of each individual child. In addition to the psychological and medical reports that will be available, most teachers feel that it is extremely helpful if they can have a method of setting down for themselves certain significant details about the youngster that they have been able to observe.

The following Evaluation Check List is offered as a suggested form to enable the teacher to be more objective about her judgments of each child. It has been prepared especially to accompany this guide in the five important areas which in a glance would enable the teacher to obtain a quite comprehensive view of the child. Its five major areas cover Social Adjustment, Self-Care, Home-Community Usefulness, Physical Development and Language Development.

Since fine discriminations are not always possible with these children, this scale has been set up using a broader base with a three point rating scale: Never, Sometimes, and Always. It has been suggested that to keep the scale workable a list of not more than ten criteria be listed under each of the five areas. The five criteria listed under each area are used for explanation only and it is hoped that each teacher will use the criteria which, for her own class, have particular meaning.

Provisions have been made in the scale to permit the teacher to do these evaluations once every quarter, although again, the teacher should

exercise her own judgment as to how often this needs to be done. If she uses it on a twice a year basis and it serves her purpose, it is hoped that it will prove of value. The intent of this scale is to provide a suggested form which the teacher may follow that may prove beneficial in taking an objective look at the child.

The Scale is followed by a Summary Evaluation which is intended to summarize the material of the ratings in each of the five areas. This too has been set up, for purposes of suggestion only, on a quarterly basis; but if followed, it can be seen that it can be quite revealing about a child. It can allow the teacher immediately to see the improvement that has been made, the retrogressions, and the areas in which more work needs to be done. All of this, however, is in terms of the criteria chosen for the Scale. Again it should be emphasized that the teacher should select the criteria appropriate for her particular class.

For purposes of illustration both the Scale and the Summary have been completed on a hypothetical child for the first two quarters. Notice on the Scale itself and in particular the Summary the implications for the teacher in the five areas. During the second quarter many of the weak areas demonstrated by the child in the first quarter have shown much improvement simply because these weak areas had been clearly identified so the program could be adjusted accordingly.

On a year-to-year basis the accumulation of this material on a youngster could be extremely valuable. Even during one year, the evaluation, by reading downward, could reveal a tremendous amount of information in each of the five areas.

It is hoped that such a tool as the Scale and Evaluation, placed in the teacher's hands may assist in her constructive thinking about each youngster. It should prove valuable to the teacher as well as to the parents when conferences about the child are held. Its graphic portrayal in the major areas lends itself quite well to all-around interpretation.

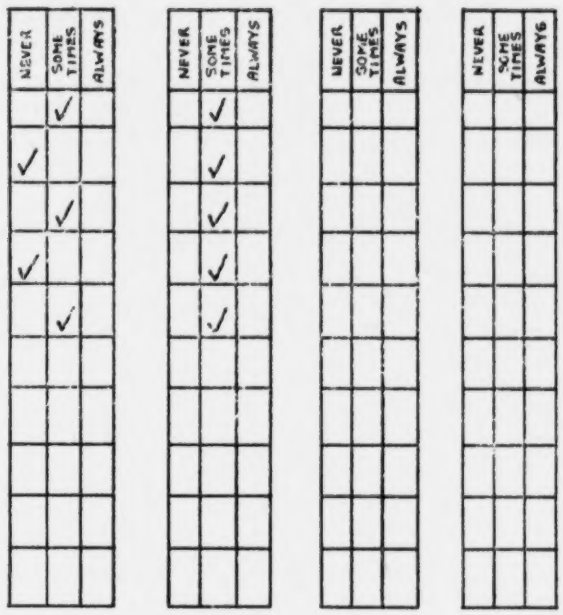
EVALUATION CHECK LIST

Teacher

School Year Child

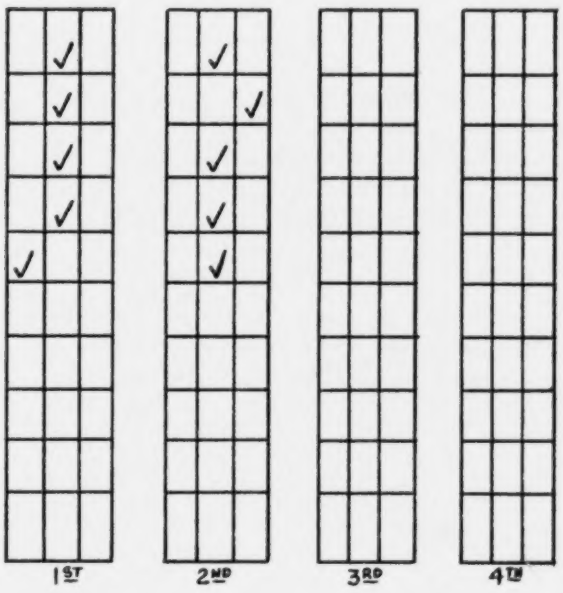
SOCIAL ADJUSTMENT

1. Demands Personal Attention
2. Performs for Others
3. Is accepted by Peer Group
4. Demonstrates some Group Leadership
5. Demonstrates respect for Others
6.
7. (Teacher may substitute own criteria in this check list)
8.
9.
10.



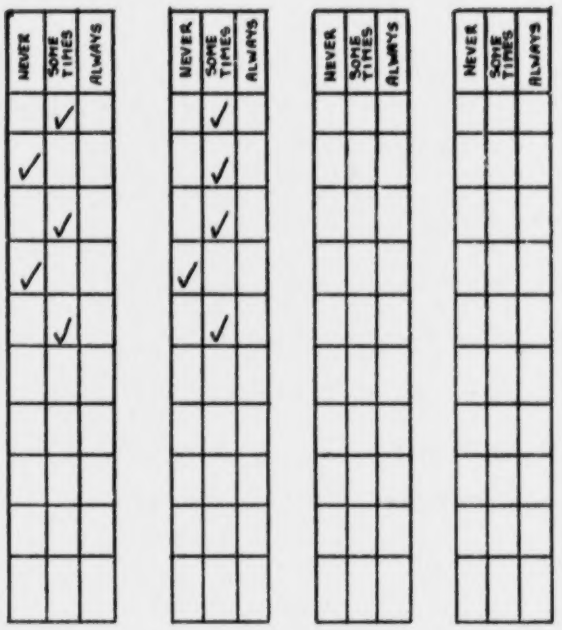
SELF-CARE

1. Occupies self unattended
2. Can care for toileting needs
3. Can follow simple instructions
4. Puts on clothing unassisted
5. Washes hands and face unaided
6.
7. (Teacher may substitute own criteria in this check list)
8.
9.
10.



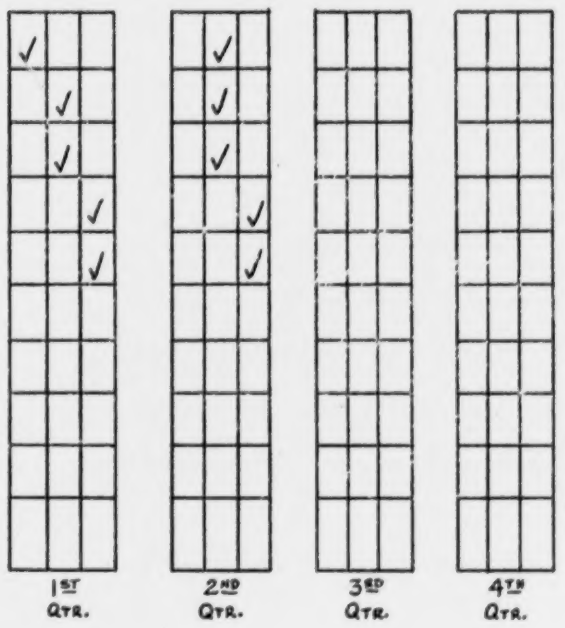
III. HOME-COMMUNITY USEFULNESS

1. Able to run simple errands
2. Performs responsible routine chores
3. Respects property of others
4. Cares for own toys and possessions
5. Recognizes community helpers
6.
7. (Teacher may substitute own criteria in this check list)
8.
9.
10.



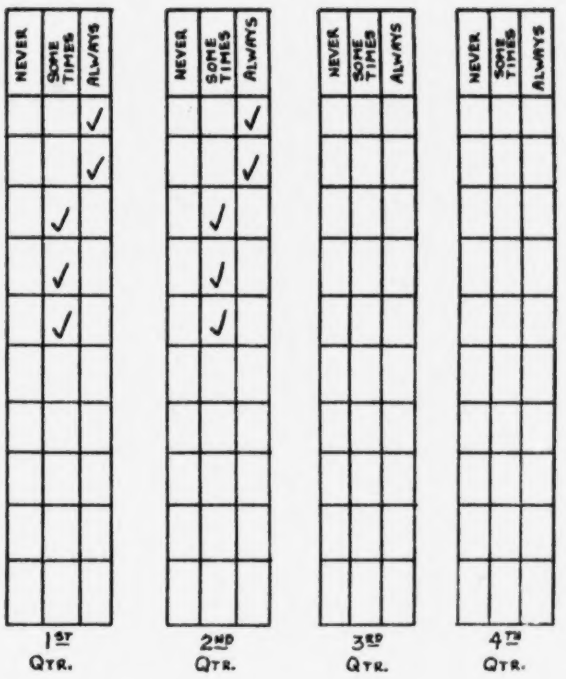
IV. PHYSICAL DEVELOPMENT

1. Cuts with scissors
2. Uses pencil or crayon for drawing
3. Demonstrates good posture
4. Demonstrates good balance
5. Can go up stairs unassisted
6.
7. (Teacher may substitute own criteria in this check list)
8.
9.
10.



V. LANGUAGE DEVELOPMENT

1. Imitates sounds
2. Able to communicate needs
3. Knows age, birthday, name, phone
4. Listens effectively
5. Recognizes written name
6.
7. (Teacher may substitute own criteria in this check list)
8.
9.
10.

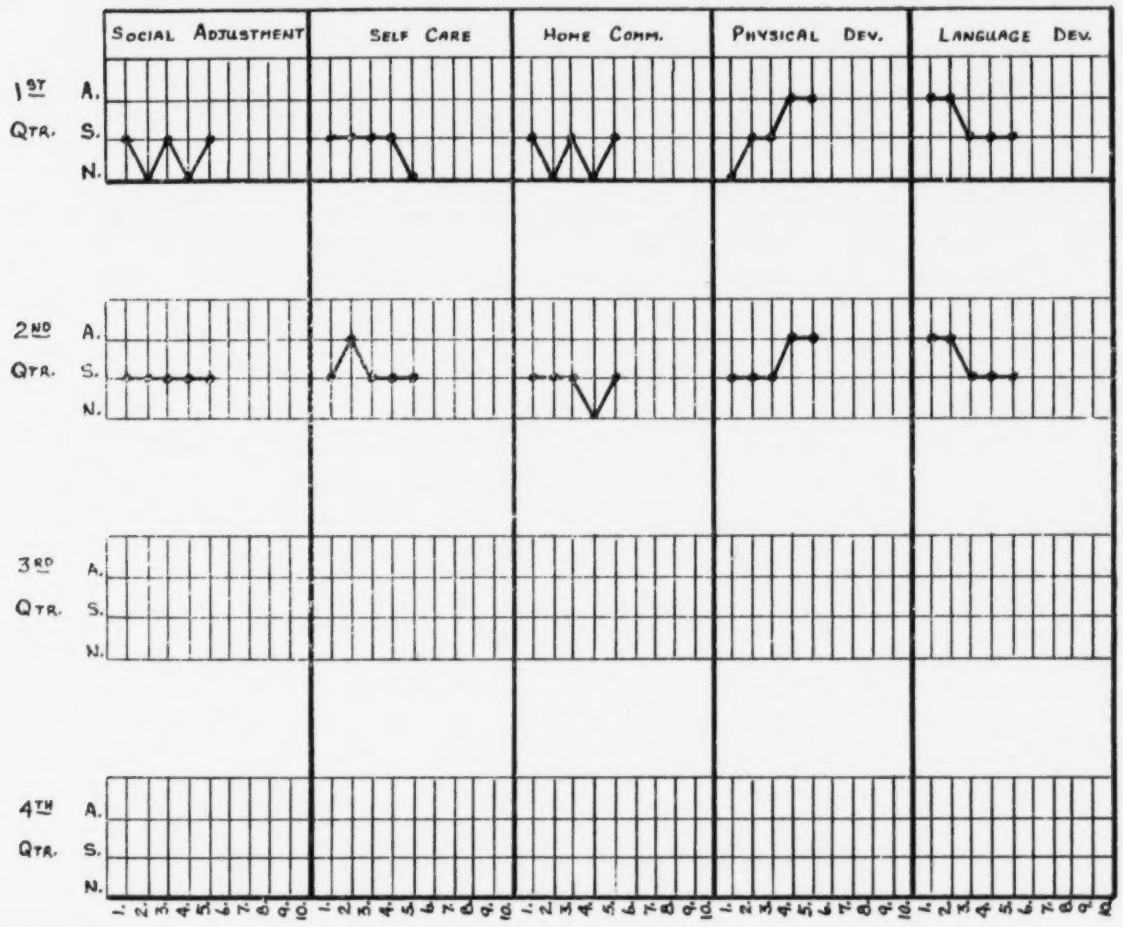


SUMMARY EVALUATION

_____ Teacher

_____ School Year

_____ Child



VI. THE CURRICULUM

The curriculum for the trainable child should be so planned as to meet the abilities and future needs of the individual. The approach should at all times be practical and realistic. The emphasis should be on the type of learning which will be of later use to the individual. The teacher of the trainable child should always consider what experiences can be provided for the individual now that will best prepare him for what he will be doing in his later life. The teacher should at all times recognize that these children have the same need for love, security, recognition, and success as other children.

In order to provide each individual with the maximum opportunity for growth and development, the teacher will need to have a thorough understanding of each child. Such information as the child's history, his home environment, his physical and mental abilities and disabilities, his personality adjustment and social adjustment should be available. The teacher will need the cooperation and understanding of the parents in order to extend the school experiences to the child's home environment. This cooperation between the parents and the school is essential for the successful adjustment of the child.

In teaching the trainable child there should be maximum consideration of individual differences as well as of the special learning problems involved. Materials and techniques should be carefully selected to meet the individual needs of each child.

In the organization of the class levels, consideration should be given to chronological age, mental age, physical size, coordination, level of academic achievement, level of manual achievements, as well as social and emotional adjustment.

The following levels are suggested:

1. *Pre-Primary*

These children will benefit from a nursery school type of program designed especially to emphasize training in self-care routines and in social adjustment. The chronological age limit of this group, which is approximately 6 to 10, is dependent upon the degree of retardation. Some children will remain in this group for a longer period of time than others.

2. *Primary*

This group will be able to profit from a program designed to meet their needs according to their level of maturity with emphasis on self-care and social adjustment experiences. The chronological age will vary according to the degree of retardation but will be approximately 9 to 12.

3. *Intermediate*

This group will be able to profit from a program designed to help them to be more useful in their home and community. Emphasis is also

on self-care and social adjustment. Some in this group will benefit from simple functional reading and number experiences. The approximate chronological age range here is 11 to 14.

4. *Teen-Age*

This group will generally include those from 13 to 20. This group will be able to profit from experiences designed to promote usefulness in the home and the community. These children should be given opportunities to learn whatever will be meaningful to them within the limits of their ability.

Special Needs of Trainable Children

The primary difference between the trainable and educable mentally handicapped groups is the prognosis of independence. This means occupational independence as well as social, emotional, recreational, and physical independence. The trainable child will require more care and supervision throughout his life.

The school program for the trainable child should give him opportunities for developing more social competence. The program includes learning activities involving skills, habits, and attitudes of particular value to such children. The curriculum will offer academically related skills which are considered realistic for this group of children. Since those children placed in these classes will probably not develop reading skills sufficient for actual usefulness, reading as a specific skill is not emphasized. The same is true of other academic skills. The teachers need to study the local needs and the needs of the particular group of children. The curriculum will emphasize habits and attitudes of work and getting along with other people. It will emphasize those things which will help that particular child get along as independently as possible in his own community environment.

Section II

II. CURRICULUM AREAS

The following materials are offered merely as guides to the type of activities which have been successfully used by teachers in classes for Trainable Mentally Retarded Children

I. SOCIAL ADJUSTMENT

Living happily with others is necessary for any kind of satisfactory life. Fortunately for the trainable child it is also an area where he has a substantial potential for training. Like all children, he needs to learn how to share, how to cooperate, and how to appreciate other people. He must develop pleasing ways of talking and acting in a group of other children. He must be aware of the differences in behavior that mark the relationships of children and adults. More than anything else, he must be motivated to see his community as a friendly and considerate place. Daily insistence on good behavior in routine situations is the best way to achieve this goal.

Listed here are some areas and types of training that will help the youngster to achieve happy, constructive citizenship within his mental limits.

Participation in social group

- Taking turns
- Helping others in group activities
- Proper choice of clothing
- Helping in clean-up after social activity
- Acceptable behavior in group situations—movies, TV, church, school, shopping
- Speaking in a group
- Helping with other children at home, school, church
- Thoughtfulness and consideration of others
- Truthfulness
- Manners—meeting people, table manners, telephone manners, party manners
- Respect for property rights
- Reverence toward religion
- Awareness of beauty
- Socially acceptable use of leisure time

Sharing with others

- Playground equipment
- School room equipment
- Sharing work responsibility
- Sharing seats
- Telephone
- Radio programs, also TV
- Eating together—meals, parties
- Games
- In social and school activities

II. SELF-CARE

The area of self-care is one of prime importance when working with the trainable child. Too often it has been assumed that these youngsters will have to have done for them these simple items that they are capable of doing for themselves. Generally it has been easier for some adult or older sibling to do these things for the trainable child than to take the time and patience to teach him to do for himself. It must again be emphasized that for these children a teaching project must be made of many things that most youngsters learn incidentally. These are some of the reasons why many of these children will arrive in classrooms unable to tie their shoes, button their coats, care for their personal needs and with many other evidences of extreme and needless dependency.

Yet with considerable patience, understanding, and a sincere approach to these problems, the teacher of these children can make a real contribution to the development and greater acceptance of the trainable child. The behavioral changes that can occur in this area have far reaching significance to the parent and other members of the family, the child himself, his peer group, and the community in which he lives.

When this child is able to manage himself in this area and relieve his parents or other members of his family from these extra responsibilities, their attitudes toward him are generally improved. This in turn enhances his other learning potentials.

The child himself is extremely pleased with his new accomplishments and begins to respect himself as more of a person. It must be remembered here that to this point, opportunities for success have been extremely limited in his life. This new self-concept again tends to reenforce the improvement of the family attitude.

The ability to care for himself makes the youngster more acceptable to his peer groups, opening new avenues for self-improvement and the establishment of friendships and feelings of belonging. It becomes evident that this area begins for the child a chain reaction of healthy and worthwhile events.

In being able to care for his needs this youngster is more welcome within the community offering further opportunities for learning experiences.

It must be remembered, however, that these items of self-care should follow an order that is within the limits of the child's accomplishments. He should not be forced into activities for which he is not yet ready, but they should be taken up when it has been demonstrated that he is ready and capable of such activities.

Personal Hygiene

Care of nose, sneezing
Washing hands and face

Toilet habits
Combing hair
Brushing teeth
Use of deodorant
Bathing
Shampooing, setting hair
Feminine hygiene (sanitary napkins)
Regular change of clothing
Care of nails
Shaving
Appropriate make-up
Care of bathroom equipment
Acceptable terms for body and functions

Care of Clothing

Dressing and undressing
Hanging up clothing
Shining shoes
Keeping clothes brushed
General appearance—neatness of appearance (zippers zipped, shirts tucked in)
Care of personal laundry
Choice of clothing—sewing on buttons—mending

Personal Appearance Techniques

Mirror encourages improvement in personal appearance
- Full length mirror on base with rollers
- Useful in encouraging better grooming, posture
- Chalk line on floor so children can see themselves walk toward mirror
- Sitting and rising from chair observed in mirror

Stick figures made from pipe cleaners and placed in good standing and sitting positions to illustrate good posture habits

Paper tracing of feet—to be placed on floor to illustrate proper walking position of feet

Eating Habits

Sit quietly at table
Wait for others to be served
Taking first cracker or cookie offered
Eating neatly

Chew quietly with lips closed
Chew thoroughly—not gulping food
Don't talk with mouth full
Proper use of table utensils
Proper way to ask for food to be passed
Waiting for everyone to be finished

Use napkins properly
Personal manners—elbows off—burping, etc.

Safety Rules

Traffic
Fire
Home accidents
Swimming and sports
Playground safety

Health

The physician and his role
Care of the teeth and work with dentist
Care of nose and mouth
Finding help when you are sick
First aid instruction
Rest routine
Healthful eating
School nurse and her role
Protection of others by staying home when ill

III. HOME-COMMUNITY USEFULNESS

The term "trainable child" refers to one who will require some care, supervision, and economic support throughout his life. However, his degree of independence in adult life will depend somewhat upon the opportunities for learning that have been given him in his home and in his school situation.

It is the purpose of this section of the curriculum to offer suggestions of activities that will motivate the trainable child to become more useful in his environment, whether it be the home and the community or the institutional setting.

The ultimate goal is not total independence but a greater degree of independence which will in turn bring about greater self-confidence and feelings of personal worth.

Care of Possessions

Putting materials, toys away when finished
Handling of breakable things
Respect and care for others' property
Leaving room in order
Conservation of utilities
Care of household equipment
Care of books and school supplies

Care of Home

Preparation for meals
Playing with doll dishes and tea table (for primary)

Placing plates, silverware (intermediate-teen-age)
Napkins
Additional table setting, cups, salad plates, glasses
Serving

Serving the meal

Bringing food to table
Scraping
Stacking
Washing and drying dishes
Proper placement in cupboard

Cafeteria procedure—Learning to eat out

Picking up trays and eating utensils
How to choose food
Paying check
Find a table and sit down

Cleaning

Picking up things off floor
Dusting
Use of household equipment—brooms, mops, vacuum cleaners
Waxing floors
Keeping closets, table tops, drawers neat and in order
Folding and putting away bedding
Cleaning bathroom
Washing windows
Bedmaking

Preparation of food

Salads
Simple desserts
Cook cereals
Toast
Cook bacon, hamburgers
Use of mixer
Menu planning
Garbage disposal
Kitchen cupboard
Care of kitchen equipment
Polish silver
Putting away groceries

Care of clothing

Gathering up clothes
Sorting
Washing and ironing
Hanging out clothes
Taking down clothes, folding and putting away

Sewing—mending, buttons, darning, hems
Sprinkling and starching
Ironing flat pieces
Ironing simple clothing

Gardening and yard work

Grass cutting, weeding, planting, watering, care of house plants, sweeping walks and porch

Home maintenance

Painting and simple repair jobs
Locks and electrical equipment

Other home responsibilities

Child care under supervision
Properly answering telephone and door
Washing cars, cleaning garage, changing tires
Care of bicycles
Care of pets
Shopping and running errands—letters, groceries, etc.
Picking berries, fruit, vegetables
Picking over berries
Sorting—silverware, fruit, vegetables, buttons, nails, etc.

Community responsibilities

Folding and stuffing envelopes for mailing
Assembly of program material for school or community functions
Stapling of paper material and many other routine tasks
Helping deliver papers and hand bills
Mowing lawns
Yard work under supervision
Housework and child care under supervision
Collecting papers and magazines
Collecting garbage
Farm work under supervision
Sorting tasks

Development of proper work attitudes

Finishing a task
Finishing on time
Neatness in work
Confidence in work ability
Pride in work

Community Usefulness

Social competence—the mentally retarded child needs to be able to find his way to and from places in his community.

Ability to get around the community

1. Know safety rules	Discussion
Wait at corners	Trips
Cross with light	Bus ride to school
Sit down on school bus	Dramatic play
Keep hands and head inside bus	Stories
2. Recognize traffic signals	
Red and green lights	Signals
Stop and go signs	Play with wagons, etc.
Walk, wait, don't walk signs, wait-for-walk	Walking in neighborhood, grocery, post office
3. Know streets in immediate neighborhood	
How to get to store	
How to get to school	
Ability to run errands in neighborhood	
How to get to post office	
4. Know how to ride on public bus	
Where to wait	
How to board bus	
Know right bus for short trip	
How to pay fare and what fare to pay	
How to signal to get off	
Knowing where home bus stop is	

IV. PHYSICAL EDUCATION PROGRAM

The trainable child needs help in muscle coordination, as well as the experience of physical activity in a group. Physical activity helps to relieve emotional tensions, provides relaxation, and posture training, as well as helping the child to develop better coordination of large and small muscles.

For the physically immature child, help in the development of gross muscle control should be a major part of his daily program. Activities designed to develop coordination of the gross and small muscles should be in the daily schedule for all age groups. In this area as in the other areas of the curriculum, experiences should be chosen that will foster greater independence, participation in social activity, and usefulness at home or in the child's limited environment.

A few minutes a day of directed exercise gives the child physical training as well as training in following directions, and working in cooperation with the group. Use of such terms as left, right, forward, backward,

bend, sit, or up-down will give him an opportunity to make functional use of this vocabulary.

Music is helpful for walking, skipping, running, tip toes, hopping, galloping, trotting, flying, etc.

The following are suggested activities:
For relaxation

1. Bend elbows—hands to front, wrists relaxed, shake hands until fingers tingle, drop hands to sides

Posture training

1. Arms outstretched—palms up (catch rain in hands), bend elbows and touch fingers on top of shoulders
2. Bring elbows forward and touch together—raise up—move to sides and back—as far as can (this strengthens shoulders)
3. Sit on floor—back straight—legs straight in front—feet together—hands on knees. Lean forward—trying to reach toes with hands—back straight. Back in position.
4. Same position as 3. Raise knees quickly, locking hands under knees. Then quickly straighten knees—throw hands at side on floor to give balance.

Stretch

1. Body roll—hands on hips—fingers to front. Bend forward—roll to right—back as far as possible. To left—forward. Repeat 2 or 3 times—relax—do again.
2. Touch toes without bending knees.
3. Touch right toe with left hand—then left toes with right hand.

Balance

1. Stand, hands on hips—kick, lift right knee—at first balance one hand touching wall or table. Do same with left knee. After balance is learned this way, lift knee—then raise foot forward, leg straight—this is a jerk movement—hold—down straight—same with other foot.
2. Step 4—6 steps forward—then step backward in same line same number of steps.
3. Do same with arms outstretched—raise up on tip toe—stand—down.
4. Walking along board on floor.

Exercise for muscle control

1. Learn to roll wrists
2. Roll feet—sit on floor back straight, feet in front—turn feet from ankles. Same as wrists.

3. Arms straight out—make circles with hands moving from shoulders.
4. Close fists—open one finger at time. Close same way
5. Roll eyes
6. On tip toe
7. Climbing ladders, stairs, etc. Play on outdoor play equipment.

Developing gross muscles and coordination

Walking—singing games—climbing "In and out the Window"—Climbing stairs
Marching—musical games
Running—tag games
Bending
Sliding—skating—dancing
Jumping—rope, over obstacle, "Jack Be Nimble"
Hopping
Kicking—games with ball
Galloping

Games (Suggested activities for various age levels)

Pre-primary

Doggy and bone
A tisket, A tasket
Activities with oral directions

Jump Jim Crow
Put Your Finger in the Air
Indian Dance with War Whoop

Chronological age—5-12

Follow the Leader

Jumping
Jump and hop
Hopping
Duck walk
Rabbit hop
Crab walk
Gallop
Forward rolls
Side rolls
Backward rolls

London bridge
Dodge ball
Go in and out the windows
Railroad train
Musical chairs
Bean bag throw
Circle singing—Ring around the Rosie—Mulberry Bush
Bowling

Exercises

Body bends, side bends, running in place, hopping in place

Chronological age—10-15 Boys

Follow the leader
Ball-throwing, catching, kicking, bouncing
Bean bag games
Target toss, distance throwing, throwing in basket, passing bean bag
Bull in ring—circle, boy in center tries to get out of circle
Object hunt—hunting for object which has been hidden
Drop the handkerchief
Guessing games—hiding button in hand of one child for others to guess who had it
Parade of vehicles—wagons, scooters, tricycles
Singing games—One, Two, Three O'Leary
Looby Loo
Did You Ever See a Lassie?
Wrestling—with supervision
Tumbling
Dancing—Square dancing—basic fundamentals, swing, do-si-do, promenade, square the set, grand right and left.
Hikes
Tumbling
Swimming
Exercises—body bends, side bends, reaching exercises, rhythm exercises to music
Marching to music

Chronological age—14-21 Boys

Softball
Indian Ball
Basketball
Soccer (use soft volley ball)
Relays
Softball hockey
Bowling
Kickball
Tennis with ping-pong paddles and tennis ball
Wrestling
Follow the leader
Guessing games—object hunt
Croquet
Horseshoes
Tumbling
Hikes
Exercises
Body bends, deep knee bends, side bends, running in place, hopping in place, sit ups, push ups
Swimming

Chronological age—12-21 Girls
- Bowling
- Badminton
- Softball
- Basketball
- Ballgames—dodge ball, soccer, kick ball
- Quiet games
  - Shuffleboard
  - Ring toss
  - Horseshoes
  - Checkers
  - Dominoes
  - Bingo
  - Monopoly
  - Bean Bag Throw
  - Red Light
  - Stoop Tag
  - Puzzles

Group Singing

V. LANGUAGE DEVELOPMENT

Most trainable children have language problems. Some children do not speak much or what speech is used tends to be unintelligible. Others are able to be understood but lack the ability to communicate easily or spontaneously. The major objective of language and speech for the trainable child is to help the child develop the ability to communicate and respond to the communication of others. The ability to use adequate speech in all social situations is the ultimate goal in speech therapy for trainable mentally retarded children.

The goals of speech therapy for the trainable group must be simple and realistic. It is necessary to find out the limitations of the child in order to determine what speech goals are realistic for that particular child. The child with inadequate speech for social communication is a frustrated child. With greater facility in speech, the child becomes less anxious. He tends to become a better adjusted member of his group. Goals in speech therapy should be lowered for the child with severe mental retardation. More adequate communication or the development of each child's communicative skills should be the major objective.

The degree of speech improvement that one can expect is closely related to the degree of learning ability of the child along with his physical and emotional maturity. Improvement of language and communication is more important to the severely retarded child's social adjustment than is the correction of certain speech sounds.

The diagnosis of communication difficulties in trainable children presents a baffling problem to the speech therapist. The child may hear but not comprehend. He may be able to make sounds but which are not

meaningful or useful to him. He may present problems in emotional adjustment. By the age of five, children of normal intelligence are able to express their needs in words. Mentally retarded children of the same age have no speech, or very limited ability to express their wants even though their organs of speech and hearing are apparently normal.

It is often difficult to administer tests and measurements of speech and hearing to the young mentally retarded child. Observation of the speech and listening behavior of these children may furnish information useful in estimating the speech potential of the child. Tests of auditory discrimination or the ability to distinguish between sounds or words will reveal weakness or disturbances in auditory perception which is most important in speech development. Delayed speech and language development may be due to several causes. Among these are central nervous system damage and stress and anxiety resulting from the child's attempt to adapt to parental pressures.

Some children in the severely retarded range of intelligence have developed oral language sufficiently for adequate communication. There may be certain specific speech sounds which if corrected would greatly improve the child's communication. There are those who may profit from such therapy. It is suggested the classroom teacher consult a qualified speech therapist concerning speech therapy activities directed toward correction of specific sound substitutions, omissions, or distortion.

Neither the speech therapist nor the classroom teacher can work effectively toward improving the mentally retarded child's communicative skills without consideration of the child's mental ability, his specific limitations, and his total environment which includes the parents and the home environment.

For speech, the following things need to be present or developed:

1. Good perception and evaluation of self. If a child perceives himself as worthless because of home or other situations, he needs to develop a sense of personal worth.
2. Good and comfortable perceptions of environment. If a child's home environment is comfortable and happy, new environments are likely to be perceived by him as friendly also, but in many cases, there is so much deprivation and rejection that he learns to meet new environments with fearfulness and views them as threatening to him. A child from such an environment must be allowed to develop a feeling of security over a period of time.
3. Needs must be considered. A child's emotional need to depend upon silence or poor speech may be so great that in some cases speech training should not be attempted until these needs are fully met.
4. Knowledge of techniques a child uses to adjust to his emotions and emotional problems is important. Refusal to talk can be one. (Perhaps an "If-I-keep-quiet-I can't-get-into-trouble" idea.)

Speech therapy must develop and strengthen the child's awareness of speech. The child must be helped to develop a feeling of security and personal worth. The child will need to be motivated to use language. Opportunities for the child to use speech will be present in his group activities. Field trips, play, role-playing, and unit studies of interesting experiences in his environment tend to create a need and a desire for the child to express himself verbally.

Sensory training—perception and discrimination

(1) Sight

(a) Selection of matching color or shape
(b) Stringing beads—single color, patterns
(c) Sorting colors—pegs
(d) Matching crayons
(e) Identifying objects. Identifying the one that has been removed.
(f) Grouping articles or pictures that go together
(g) Matching and sorting of letters and numbers from large assortment
(h) Arranging story pictures in sequence

(2) Sound

(a) Identifying sounds with eyes closed
(b) Matching animal sound with picture of animal
(c) Identifying records
(d) Identifying instruments of rhythm band by sound
(e) Matching familiar sounds such as clock, bell, etc. with picture of object
(f) Identifying voices of classmates by sound
(g) Using piano—tell when tone is higher or lower

(3) Touch

(a) Identifying objects, classmates, etc., by touch
(b) Discriminating between heavy and light objects
(c) Discriminating between hard and soft objects
(d) Discriminating between hot and cold
(e) Tracing names, letters, numbers in sand, clay, or on blackboard, etc.
(f) Using box of various materials for child to feel texture—smooth, rough, etc.

(4) Taste

(a) Identifying familiar foods with eyes closed — salt, sugar, cocoa, fruits, vegetables, etc.
(b) Discriminating between items that are sweet, bitter, sour

(5) Smell

(a) Identifying familiar substances with eyes closed — soap, powder, paint, shoe polish, foods, perfume, etc.

Suggestions of Things to Do to Motivate the Child to Use Oral Language

Field trips—around the school and other places of interest in the city.

Care of pets at school and at home. Care of schoolroom including plants, equipment, books.

Planning of unit studies on home, school, community, and nature. Show and tell periods.

Collections for room, such as, model cars and planes, rocks, insects, and other things from the natural environment.

Discussions of news reports, weather, school events.

Discussion of hobbies and activities engaged in outside of school.

Learning to say names, addresses and phone numbers clearly, also names of family members.

Learning to distinguish which of two sounds is the louder. Have children raise hand or clap for the louder.

Listening for sounds with eyes closed.

Listening to tell which sounds are the same, (clapping or raising hand when sounds are alike).

Example: RE RE

ME HE

Choral speaking of simple material of not more than 2 to 3 lines.

Answering telephone, taking messages.

Children take turns answering phone. Take messages and call persons to telephone.

Need for speech-motivation for improvement of speech.

Functional situation where need to know letters and numbers is shown.

Discrimnation of voices:

Guessing names of children speaking by blindfolded child.

Listening and following directions:

One direction, such as "Bring me the pencil." Increase the directions given to include two and three things to do.

Lotto games:

Helpful in learning to play together. Children name objects in various commercial picture lotto games.

Available at school supply houses or toy departments.

Conversation about pictures on lotto cards—such as,

"Do you have a _____?"

Color of objects

"Can you eat it?"

Imitation of speech:
- Finger plays
- Poems—(see bibliography)
- Choral speaking

Clothing:
- Identification of articles by name
- Colors of clothing
- Materials in clothing
- Kind of clothing for various seasons and activities

Use of candy as motivation for language:
- Hiding candy
- Looking for candy
- Finding hidden candy
- Eating candy

This game can be played with groups or with one child and teacher.

Child's understanding of oral language can be observed as well as his oral response during the game.

Ear training—to develop listening:
- Music wth rhythm and action responses
- Listening to conversations, story-telling, rhymes
- Matching noise and animal sounds with pictures and objects

Satisfying speech experiences:
- Throwing ball—using speech as "throw ball," "me ball"
- Observation of a child's activities will give many situations where speech may be presented in a satisfying activity

Training in conventional social patterns:
- "Please"
- "Thank you"
- "May I"
- Greeting each other
- Introducing
- Taking messages, etc.

Learning to win acceptance from others (a natural desire) might be done by:
- Learning to take turns
- Learning to help others, etc.

Auditory word discrimination tests:
- Pairs of pictures with single sound element differing

Examples:
- Initial consonants king-ring
- Final consonants mat-map
- Medial vowel change deer-door

Child is asked to point to the picture names by teacher

Development of Speech

Do's and Don'ts for Teachers of Severely Retarded Children

1. Observe what words each child needs to know in order to improve his oral communication
2. Make child's attempt at speech rewarding and pleasurable
3. Teach speech and language in association with child's environment
4. Encourage and accept any effort which child makes to communicate
5. Develop speech in relation to social phrases and the child's need
   Example: "How are you?"
   "I am fine."
6. Do whatever is possible to promote child's feeling of confidence which will in turn help in stimulating speech
7. Teacher should accept small gains, should provide classroom atmosphere which encourages children to participate and which is understanding and helpful
8. Discourage parents from correcting speech sounds
9. Make every effort to understand the child's speech in order to motivate him to speak
10. The feelings of the child in the group should be accepted even if his behavior is not

Devices Useful in Oral Language Activities

Large pictures to be used for telling stories

Action pictures for child to act out as he says the word which describes the action as "jump," "run"

Objects that child brings from home—to tell class about

Objects that are in schoolroom

These can be used for stimulating speech:

Box of objects with pairs and without—to develop the concept of "the same" or "not the same"

Sounds around us (Scott-Foresman Publishing Co.) for recognition of sounds on environment

Equipment such as drum, blocks, bell, piano, radio. Children hide eyes, try to guess sound

Flannel board

Pictures with flannel pieces pasted on back:

Paper bag puppets—to be made into animals or people and to be manipulated by child

Stick puppets—figures on cardboard and tacked on sticks or dowels

Finger ring puppets—cut out figure and scotch tape it to paper ring to fit on fingers. Can be used especially in finger play rhymes

Fishing game—paper clip words on paper fish to be used for developing specific sound. Fishing line with magnet on end of string to pick up paper clips and paper fish. Child says word that is clipped to the fish he catches

Paper pinwheels for blowing sound "WH"—pictures of words with "WH" sounds

Toy collection of small articles from dime stores for use in speech games to stimulate speech — naming, memory for articles, what is missing, classification of things that go together

Techniques to Develop Language and Speech

Learning experiences of "doing things together"

Parents give information to the small child, not expecting response

Parents praise child, not just questioning him. Questions promote development of resistance in the child

Use of records and simple musical instruments

Sing to the child

Group singing, in family and in school

Rhythms—motor activities stimulate language and develop attention

Books and pictures

Pictures pasted on cardboard, naming objects by parents or teachers

Reading or talking about books that show such daily experiences as shopping, pets, visiting. Child can participate even in small way by turning page

Action games with child participating in the action

Up, down, run, jump

Counting clothing as it is put on

Counting silverware as table is set

Sorting and Matching games

Glassware on the table

Silverware on the table

Sorting laundry

Sorting and matching of groceries

Eye-hand coordination activities

Materials—crayons, finger paints, large paper

Development of chewing ability

Offer child food, such as, meat, carrot, apple, celery

Development of sucking ability

Straws for drinking helps in overcoming drooling and tongue protrusion.

Having a parakeet in the schoolroom to care for and to talk to is motivation for speech. Children enjoy conversation about the bird as well as talking to the bird and singing

with the bird. There is less anxiety experienced by some children when talking to animals than to people. Paper birds can be made from construction paper for hanging in the room or taking home. Child is encouraged by this to tell parents about the bird that he has at school.

Surprise box

Box is decorated by the children. It contains many articles such as billfolds, jewelry and trinkets donated by parents and children. Children draw names to see which child gets to draw an article from the surprise box. Conversation is stimulated by questions about the article. This activity can be on a certain day each week.

Pre-school activities for speech development

Greeting friends at school
Play activites with blocks, dolls, playhouse
Surprise box—conversation about article drawn from box—its color, shape, use

Equipment

Money—Coins
Train—wooden
Bell, whistle, clock
Pull toys
Blocks
Balls—large and small
Airplanes, cars, trucks of various sizes and colors
Construction paper—various colors
Doll house
Doll family
Farm animals and buildings
Candy
Marbles
Blackboard and chalk

Primary activities for speech development

Exchanging greetings
Giving a party—greetings, introductions, invitations, serving refreshments, eating refreshments, saying goodbye
Playing store—selecting articles
Surprise box of various items for stimulation of speech
Listening—records, stories, following oral directions
Equipment—guessing games

Color cone
Pull toys
Colored cubes
Dishes, food, silverware for table

Intermediate activities for speech improvement

Taking part in discussions

Greeting friends—learning names

Borrowing from friends

Expressing appreciation to others—planning letters of thanks together

Giving a party—invitations, greetings, introductions, passing refreshments, saying goodbye

Selecting articles of clothing from catalogues, discussions of what child selects

Good telephone behavior

Teen-age group activities for speech development

Activities involving use of social phrases and responses, such as parties, greeting guests, answering phone, taking messages, calling people to phone, delivering messages to other rooms

Choral speaking

Creative dramatics based on stories, films, or socio-drama situations

Interview situations

Customer-employee relationship situations

Use of tape recorder for making record of speech improvement

VI. NUMBER CONCEPTS

A concept of numbers is helpful to anyone. For the trainable child this may consist of merely counting; knowing how old he is; and knowing what a small coin can purchase. He can usually be taught only the rudiments of measurement. The teacher should remember that rote reproduction does not mean that the child really understands. The aim of teaching arithmetic to trainable children should always be **usefulness.**

Through the use of many simple commercial or teacher-made games the following concepts can be developed:

Add—objects or money

Take away—children, supplies, money

None or zero

One-half—group of children, food, cup, teaspoon

Biggest and smallest, few, many, far, near

Big, bigger, biggest

Large, larger, largest

Small, smaller, smallest

Middle

Above, below, up, down

Early, earlier, earliest

Clock—60 minutes
30 minutes
5 minutes
10 minutes

Timing cooking

Schedule for day

Nickel—making change
5 pennies, 6, 7, 8, 9
nickel and 1, 2, 3, 4

Counting to 10—objects

A dime—10 pennies
2 nickels
1 nickel and 5 pennies
making change

Telling time

Simple measurements—lines, liquid measurement, weight, height, etc.

Calendar

Shapes and forms—squares, triangles, circles, etc.

Activities using number concepts

Blocks
Snack time
Lunch
Cooking
Group games
Rhythms
Lotto
Picture books
Seeds
Store play
Scale
Cash register
Trip to store
Lotto games
Picture books

Bus play
Money changer

This inventory of number experiences is to be used only as a guide for the teacher in planning the sequence of learnings in number experiences. Many children will not be able to achieve even the first step in the different categories. However, in some classes there may be individuals who will be able to make more progress in number concepts. This guide may be of value in planning for those children. It is not to be expected that any child in the trainable group will complete this inventory.

FUNCTIONAL ACADEMIC LEARNING INVENTORY OF NUMBER EXPERIENCES

	NAME	NAME	
Rote Counting			
To 10			
To 20			
To 50			
To 100			
Rational Counting			
To 10			
To 20			
To 50			
To 100			
Concepts			
Size			
Time			
Location			
Weight			
Speed			
Distance			
Quantity			
Form			
Money Value			
Reading and Writing Numbers			
To 10			
To 20			
To 100			
To 500			
To 1000			
Reading Number Words			
One to five			
Five to ten			
Ten to twenty			
Twenty to thirty-fifty			
Fifty to hundred			
One hundred			
Thousand			
Ordinals			
First-tenth			
Tenth-30th			
50th			
One-hundredth			

Counting by Multiples			
By 2's to 20			
By 2's to 50			
By 2's to 100			
By 5's to 25			
By 5's to 50			
By 5's to 100			
By 10's to 50			
By 10's to 100			
Money Values			
Penny			
Nickel			
Dime			
Quarter			
Half Dollar			
Dollar			
Additional Facts			
15 basic facts to sum of six			
45 basic facts combinations to 10			
100 basic add. facts adding two-place nos.			
Subtraction			
15 basic facts to minuends of 6-10			
100 sub. facts borrowing from tens			
Multiplication			
Know facts—2's			
—3's			
—4's			
—5's			
—6's			
—7's			
—8's			
—9's			
Even division of 2-place numbers			
Even division of 3-place numbers			
Uneven facts			
Measurement			
Inch			
Foot			
Yard			
Cup			
Pint			
Quart			
Gallon			
Teaspoon			
Tablespoon			

Pound Ounce			
Fractions Meaning of: One-half One-fourth One-third One-fifth One-sixth One-eighth Add simple fractions Sub. simple fractions			
Time Birthdate, age Telling of hour Half hour Quarter hour Five-min. intervals Minute intervals O'clock A. M. P. M.			
Calendar Days Weeks Months Year Century Seasons Winter Summer Fall Spring Holidays—as they arrive			
Thermometer Read thermometer Degree ° Freezing 32° Boiling Warm & Cool relationship Hot & Cold			
Vocabulary Know meaning of: Add-in all together Take away Subtract			

Sum Plus Minus + — × ÷ Multiply Divide Total Equal Remainder			
Number Concepts Size Big, bigger, biggest Large, larger, largest Small, smaller, smallest Tall, taller, tallest Long, longer, longest Short, shorter, shortest High, higher, highest Least, most Wide, narrow Heavy, light			
Time Before, after Today, tomorrow, yesterday Early, late Afternoon, morning, evening A. M., P. M. Week, month, year Night, day Noon Next			
Location Above, below On, off Back, front Outside, inside Far, near First, last In front of, between, behind Below, above Beginning, middle, end North, south, east, west Up, down Left, right			

Weight Heavy, heavier, heaviest Light, lighter, lightest			
Speed Slow, slower, slowest Fast, faster, fastest			
Quantity Less, more, many Few, fewer Pair, couple Some, none Empty, full Less than, more than Whole, part Jar full, glass full, cup full			
Form Square Circle Round Straight Curved Triangle Rectangle			
Money Cost Pay, paid Sell Price			

VII. MUSIC THERAPY

The teacher of mentally retarded children should keep enjoyment of music as the primary objective.

Music has therapeutic value for verbally handicapped mental defectives. It is more primitive than psychotherapy which uses the spoken word. Mentally retarded children respond to rhythm in music. It provides an emotional outlet for their needs, desires, and aggressions. To express these verbally is so complicated that they tend to withdraw. In music there is no verbal expression required. It helps to establish contact with their group. They can forget their threatening environment.

Music therapy furnishes incentive for the individual to improve. Body co-ordination to music is very important. Musical games stimulate participation. The autoharp, piano, drums, as well as sticks, triangles, and bells are recommended for use in music therapy.

Mentally retarded children can enjoy musical experiences of listening, singing, and moving to music.

Listening records:

R.C.A. Victor Basic Library for elementary schools
Sleep Baby Sleep
Minuet in G
Music Box
Nut Cracker Suite
Cradle Song

Singing Songs

Sweet and Low
Oh, Susanna
Three Blind Mice
Are You Sleeping
Lazy Mary
Christmas and other holiday songs

Little Golden Records Library—order from: Golden Record Library, 45 Rockefeller Plaza, New York 20, New York. New albums of records in set. A complete library of music for singing

Moving to music

Rhythm records—R.C.A. Victor Albums for elementary schools
Oh, Susanna—Decca
Yankee Doodle Square—Victor
Hinky Dinky—Ford

Current rock and roll records (children can bring these from home for use in school)

Military March—Schubert
Skater's Waltz—Waldrenfel
Soldier's March—Schumann

Following are songs which have been used in music therapy with mentally retarded children:

Popular songs—Any Time
Shine on Harvest Moon
Bye Bye Blues

Waltzes—Allegheny Moon
Let Me Call You Sweetheart
Oh Silvery Moon

Western—Davy Crockett
Springtime in the Rockies
Home on the Range

Marches—Armed Forces songs
God Bless America

Hymns—Jesus Loves Me
Onward Christian Soldiers

Folk Songs—Pony Boy
My Bonnie

Rhythm records—Victor album for elementary schools

MATCHING RHYTHMS

Teacher may tap on desk with a pencil and children answer what they hear by clapping their hands.

Teacher may play one, two, three or four notes and children answer by tapping the rhythm or number of notes with their toes.

MATCHING TONES

Matching Tones is really ear training, letting the child hear the notes. In all probability it will be difficult for the child to answer on the notes the teacher sings to him, but if tone matching is carried on through the school day, some children will profit greatly and respond to the tonal design.

Tone Matching also helps in speech training. At the beginning of a lesson in handwriting the teacher may sing, "Do you have your pencils ready?" And children will answer, "Yes, we have our pencils ready."

This "questions and answers game" can be played at any time.

Teacher throws ball to one child and sings, "What is your name?" Child catches ball and when he throws it to the teacher, sings on same tone, "My name is . . ."

This serves a three-fold purpose: coordination, speech and music training.

FREE RHYTHMIC PLAY

Free rhythmic play permits a child to develop his own feeling of rhythmic response. It enables him to respond freely to rhythmic pattern or mood of a song with creative activity. It stimulates and motivates the child to participate and helps free him of emotional frustration. In pretending he is a "windmill" he forgets "self."

Songs 1. Windmill—New Music Horizon 1 p 43
2. Clouds—American Singer 2 p 15

Records may be played and children can give their interpretation of various selections in R.C.A. Victor Rhythm albums. See bibliography.

FINGER PLAY

Coordination is developed through finger play songs.

Finger play songs are excellent for developing number concept.

Eeency Weency Spider—1st Grade Book, Ginn & Co., p. 159

Here is the Behive (2) Singing On Our Way, Ginn & Co., p. 43

John Brown Had a Little Indian (2) Singing On Our Way, Ginn & Co., p 42

SINGING GAMES—RHYTHM ACTIVITIES

Action songs and singing games are means of expression which gives the child confidence and pride in accomplishment.

Through rhythm activities the child reacts emotionally and derives satisfaction in self expression.

Action 1. Row, Row, Row Your Boat, New Music Horizon 2 p 95
Action 2. I'm a Little Teapot, Ginn Kindergarten
Rhythm 3. Ride Away (2) Singing On Our Way, Ginn p 133
Rhythm 4. Skating (2) Singing On Our Way, Ginn p 117

Circle Game 5. Swing and Swing and Toss It, New Music Horizon 1 p 18

Circle Game 6. The Merry-go-round, New Music Horizon 1 p 90

Instruments may be used by a few of the children on certain songs while the other children in the class carry out the instructions of the singing game. An example would be where the triangles are used on the word "bluebird" only in singing game. "Bluebird Through My Window" found in (2) Singing On Our Way—Ginn & Co., p. 34.

DRAMATIZATION — INTERPRETATION

Dramatization is another form of outlet for emotions and a way of developing personality.

Expressive physical action combined with singing causes concentrated and coordinated effort, which, in turn, contributes to musical growth.

Crossing the street—American Singer 1 p 25
The Bus (2) Ginn & Co., p 153

Mary Wore Her Red Dress—New Music Horizon 2 p 9
Record

"Put Your Finger In the Air"—Columbia Record J187
"Nothing to Do"—Children's Record Guild

The **song stories** in the back of the Ginn Kindergarten and First Grade Book are very good for dramatization.

The Little Red Hen
Goldilocks and the Three Bears
First Grade Book—Chicken Licken
The Gingerbread Boy

SONGS AND DANCES

Dances serve several purposes for mentally retarded children. First, they help in muscular coordination, for arms and feet must do as directed. Second, learning takes place as directions are given, and the child attempts to follow. Third, since older children want to dance as others of their age level do, they derive pleasure and satisfaction from simple dances with few steps. They also enjoy associating with age mates.

Some of these children may never master the steps but enjoy the group participation.

1. Brothers, Let Us Dance—Indian Dance—Ginn 3 p 49
2. Skip To My Lou—American Folk Songs For Children p 166 (May use autoharp or Rhythm instruments)
3. Shoo, Fly—American Singer 3 p 64—Circle Dance
4. Old Brass Wagon—American Singer 4 p 66—Square Dance

Songs should be chosen that have simple melodies, repetition of words, and ones enjoyable to the child.

Patriotic, folk songs, and some popular songs should be included in the school program for the older children.

Social adjustment in the home and community is helped by children being able to recognize and sing familiar songs.

1. Home On The Range—Songs to Grow On p 12 (Instruments may be used—wood blocks for horses hoofs.)
2. Stephen Foster songs
3. Some popular songs
4. Fred Waring's record "Over the River and Through the Woods" is excellent for dramatization
5. Songs pertaining to the seasons

LISTENING EXPERIENCES

Listening must be developed in children. Listening is educated hearing, for we listen with our minds.

Children should form good habits of listening. They must learn to sit quietly in a relaxed position, without talking.

Listening creates interest!

INSTRUMENTS AND PROPERTIES

Instruments can be made in the classroom, such as shakers, tambourines, sticks, and drums. Gourds can be dried. Children enjoy using something they have made.

(See Art section for procedure for instrument making.)

Varicolored scarves can be used in many ways. Two children can stand facing each other and hold corners of a scarf. In rhythm to the music they let scarf float up and down, pretending it is a cloud.

Balloons, large balls, jumping ropes, bean bags and other appropriate articles can be used with certain songs.

Indian head-dresses, cowboy hats and neck scarves are also fun for "make believe."

RECORDS

Records are beneficial in many ways:

1. Skills can be developed through records.
2. Records can be replayed, either a part of, or the whole for detailed study.
3. By using records the teacher is free to assist children with games and dances.

VIII. ART THERAPY

All therapy attempts to improve the individual's adjustment to himself and to his environment. It is used to prevent poor adjustment as well as to improve adjustment.

Art therapy does not require verbal ability or response. Those with gross physical disabilities as well as those with severe mental limitations can get satisfaction from the use of certain art media. It provides immediate satisfaction.

In order to be effective the art therapy instructor must establish rapport between him and his students. There should be no fear of criticism of the art work produced. The art therapist motivates, encourages, and brings new ideas to the severely retarded child.

The art should be practical and useful. It must have appeal to the child.

Objectives of all classes:

1. To socialize by sharing, helping and working together
2. To become as independent as possible in daily living problems in the home and community
3. To familiarize individuals in the use of simple tools and materials so that they may have a more satisfying life
4. To make a happier world for each child as well as to bring out any latent abilities
5. Emotional release and expression
6. To give opportunity for personal success and satisfaction
7. To develop muscle coordination

Suggested activities:

- Repair toys and school equipment
- Put up shelves, etc.
- Toy boats
- Knick-knack shelves
- Serving cabinets—boards
- Shoe racks
- Shoe shine kits
- Doll cradle
- Large nest of blocks
- Bird feeders
- Tie and belt racks
- Large dominoes
- Paint cans and sticks for dumb bells
- Nursery lamps
- Telephone book covers
- Molds for clay tiles
- Knife racks
- Stools
- Book ends
- Napkin and string holders
- Hot dish holders
- Hot pot holders
- Bread boards
- Cutting boards
- Cracker trays
- Magazine racks
- Key board
- Foot scrapers
- House numbers
- Toys and games:
  - Checker board frame set with tile, bean board, marble game, puzzles
- Serving trays

Other crafts:

- Finger painting (making of finger paints)
- Water paints
- Crayons
- Tempera
- Seasonal decorations—Halloween
- Paper cutouts
- Scrap books
- Sewing:
  - Tea towels, hot dish holders, hot pads, towels, scarves, aprons, covers for mixing bowls, toasters, etc., toy animals, sheets, pillow cases, mattress, pillows for cradle, quilt making
- Crocheting—Needle: caps, purses, belts
  Finger: rugs, chair seat covers, belts, ties

Looms
Cover pencil and jewelry boxes
Waste paper basket
Plaques
Basket making
Ceramics: tiles, ash trays, nut dishes, Christmas ornaments
Make musical instruments
Corsage making
Folding

Proper uses of tools:

Hand tools
Clamps and vices
Mitre box and mitre vices
Purpose of turpentine, etc.
Care of paint brushes
Care of paints
Wood fillers
Glueing
Sanding, proper use of sand paper
Painting and finishing
Sorting and proper use of nails—sizes and kinds
Uses of different saws

Section III
PARENT COUNSELING

PARENT COUNSELING

Teachers often say—"I can handle Tommie. But what can I do about his mother. She doesn't seem to understand how limited he is and she is just expecting way too much of him." Sometimes the complaint is that Tommie behaves well in school but shows the lack of discipline in the home. Often the Special Education teacher feels vaguely defensive herself about not teaching reading or arithmetic, and so cannot answer the parents' or other teachers' queries about her program. She either apologizes thus belittling her program or she defends it so hotly that the listener feels with Shakespeare—"Methinks she doth protest too much."

This short section is an attempt to help teachers talk to parents and to furnish some answers to the most frequent problems that arise in giving information. It will certainly not give many specific helps—indeed it is not intended to do this. Each teacher must know her own parents and children and deal with each in the manner that seems best to her. But it will give general helps in deciding what to say and especially how to say it.

The first rule in helping parents of retarded children is to recognize the parents' anxiety and personal feeling of loss over this child. Everyone who has a child invests a great deal of himself, present and future in that child. He fails or succeeds as the youngster does. He expects dividends in the way of pride, companionship and later grandchildren. What a blow it is then to have to surrender all his dreams. What a tremendous responsibility to have born to a family an individual who can never take care of himself fully! How great should be our feelings of understanding and support for such a family.

The second rule is like to the first—to know and like one's parents. For some reason there has grown up between teacher and parent a mutual antagonism ranging from mild dislike to extreme resentment. Yet how can a teacher and parent cooperate on helping a retarded boy or girl grow to his fullest limits when they are using all their energy to fight one another and to protect their "vested interest" in the child. If the teacher can look at the parent as just another human being in trouble and apply some of the kindness she gives to children here—it will pay great dividends. But to do this the teacher must be a real adult—not a perennial adolescent. If there is a poor relationship between a teacher and parent, the teacher ought to be sure that she is acting without resentment and with understanding. Then she can know she is doing her part.

The third rule is to acknowledge that the home and the parent are more important than the school and that the teacher is not the mother. Too often, teachers become involved with a child almost as completely

as his parents and cannot admit this. Too often they take upon themselves the role of critic to the family—feeling that the parents are failing their child. Good professionals always try to remember that it is the family's right and obligation to handle their children in any way they see fit, so long as there is no gross neglect.

Now to some of these knotty questions that parents ask. Question 1. Why don't you teach him reading? And if you don't teach the 3 R's, what do you teach?

You will find many answers scattered through this curriculum regarding the value of self-help skills, manual arts, etc. Do use them freely. You might say something to Mrs. Smith like this:

"Well, Mrs. Smith, Tommie has such a nice personality, and he seems so capable in learning to get along with others and keeping his toys neat. I'm sure you are proud of him. Now, about this reading—you remember you told me he had a mental age of about three—and that you recognize he does not act at all like a regular 9 year old. Experts feel that a mental age of about 6 to 6-6 is required for reading attempts—and he just isn't ready. Of course he can sometimes recognize words like "baby" on the ads, but this is more like taking a picture of it—just the way he looks at a picture of a baby and says the word. True reading means not only the ability to tell what a word is, but to read it in conjunction with other words and to be able to answer questions about what is read and to use the material to answer questions not in the text. So, we have to wait until he has grown enough in understanding before we will attempt reading. Perhaps he will never be able to read effectively—but let's remember he can do lots of other things. He is beginning to share with others; to be neater and more helpful around home and school. If we start to push him and bang on him to read, he will stop being happy perhaps. You have handled him so well, he is a joy to work with. He could have the handicap of being emotionally disturbed and unhappy as well as his present one of being retarded. I know that neither of us want this to happen, do we?" A bit stilted in the writing but with warmth and human presence, it will come out right.

QUESTION 2. Won't he learn faster if he is put in with children who are more capable? "Well, this does sound logical but let's look a little closer. If you were studying physics or any other subject, would you feel adequate and would **you** learn in a class pitched at Dr. Einstein or even at top graduate students? Or wouldn't you rather take the subject with people who had your own background and capacity? Wouldn't you give up in the first class after a while and not even try any more? It is just true that children and adults both do their best where there is **reasonable** competition which gives them a chance to achieve and to be near the top once in a blue moon. The same thing applies to retarded children. They function best where they have an opportunity to succeed. In a regular classroom they are complete failures, always at the tail end and often the butt of jokes or misplaced sympathy. No, it does sound as if retarded children would profit by association in regular classes—

but it isn't true. They learn all right—failure, bad behavior and unhappiness."

QUESTION 3. Will he be able to go back to regular school in a year or two? "Sadly we must say—no. His handicap is a permanent one. Whatever has happened to slow up his development has done its damage. His rate is at least tentatively set and he will not 'outgrow it.' He will continue to progress but slowly, and he will not catch up to other children his age. If you think he has changed a great deal (or you think she needs more help than this) why not have a re-evaluation done on him to check."

QUESTION 4. How do I discipline him—should he be spanked? "A retarded child should be made to behave like any other child is made to behave. The use of the principles of consistency; scheduling; firmness; kindness are all a part of his discipline pattern. The best criteria for how to discipline are: (1) the child's mental age (if he is 3, measures used with 3 year olds should be utilized—even though physically he is 7). (2) The child's temperament and the composition of the family. Children in large families often fall into line even above their mental ages, because of example and necessity. The difference will not be very great, but again, a placid child can take more pressure than a hyperactive one. Both need to learn to sit still for short periods; to be thoughtful of others (at their Mental Age level) and to participate fully in family living. He must not, however, encroach on the rights of the normal children in his home."

Of course, these few answers aren't going to solve all your problems in dealing with your parents. But at least you can see how to go about it. So here you are parent counseling. You are stuffed with good intentions and reeking with information. The mother sits opposite— and doesn't ask a single question. Or she deluges you with them—all disconnected and, to you, irrelevant. You can't send for help although you often feel you should—you must take a deep breath and plunge in—so here's a little bit of how. They are in the form of DO's and DON'Ts—an old trick but pretty effective.

DO be a good hostess. Make the parent feel you are glad she came. Say something friendly and nice about her child—but be sincere. Deep down she'll know whether you are "mugging" or you really care.

DO feel she likes you and wants to be with you there. This is catching —if you like her, she'll most likely respond in kind.

DO make her feel you think she is a good mother and a concerned one.

DO watch your language! Don't say things that might hurt. Things like: "He's so good in school. We never have a bit of trouble with him." —just after she's told you he's hard to handle. You're really saying— "We can handle him—what's wrong with you?"

DO give her a straight answer and don't pass the buck. If she asks how he's doing and it isn't satisfactory, don't say he's fine—soften it a little but tell her he's acting up. This will save your neck later when he may have to be removed from school.

DO remember you and the parent are working toward the same goal—education and a good life for this child. This is much more important than any petty snubs or personal differences that may arise between personalities.

DO be your best, biggest and most relaxed self when you are talking to parents. If you enjoy it—they will.

And now some don'ts.

DON'T greet the parent at the classroom door with a tale of woe every day. She has other troubles too.

DON'T encourage parents to sacrifice all their time to gain small gains in the retarded child. Encourage them rather to remember their normal children and the great needs they have in growing up.

DON'T criticize even by implication. You really don't know the circumstances fully.

DON'T act as if you are the fount of wisdom. If you listen carefully you will get some help in understanding the child better and even some hints of how to handle him more effectively. Parents have their talents too, and they have lived with him a long time.

DON'T TALK ALL THE TIME and DON'T TALK ABOUT YOURSELF. Parents need to be listened to sympathetically and without remark. Suppose she does make an incorrect statement about her child's abilities and you know it. Don't make an issue of it—she's only trying to reassure herself. Remember you are very interested in yourself and your problems. So is this mother or father. As a professional it is up to you to yield the floor and to cock a sympathetic ear.

DON'T MESS IN FAMILY PROBLEMS. You may know the X's are quarrelling over junior but it's none of your business and don't encourage her too much to elaborate on her feelings. Above all don't agree to give advice. When they get back together again you'll become the target for tonight.

DON'T BLAB. Nobody likes or respects a gossip. What goes in both ears should not come out your mouth. Your parents deserve and have a right to expect that what they tell you or what you know about their family will be held in confidence. Above all, don't discuss other parents and their children in front of or with parents or children. Things like "Mrs. Jones certainly has a problem with that child"—dropped in the presence of Mrs. Smith or the next door neighbor will wend its way surely back to the Joneses.

DON'T CRITICIZE OTHER PROFESSIONALS IN EDUCATION OR IN OTHER FIELDS. You don't always know what really was said or how competent the approach. If it was good, accurate pro-

fessional service, you hurt both parent and professional. If it was mistaken or deliberately bad (and do you really know), you may do more harm in saying so and make the parent look at you askance. If you aren't reasonably loyal to your own—how can she trust you? The answer is she can't and won't.

Perhaps the teacher who asked at the beginning of this section—"How can I handle Tommie's mother?"—can now look again. Really, she isn't such a formidable person, she's just a mother in trouble. And Tommie's father? He's trying to understand too and to be supportive to the rest of the family. As much as possible he also needs to be in on all the conferences and planning for the boy. After all—it is his responsibility and worry too, and he is more capable of handling some aspects of the problem than the mother.

The discussion thus far has been mostly on the one to one—teacher and parent relationship—but there is also room for group spirit and education. The teacher should be a member and be supportive to local parent groups but not try to run them. She should try to get her parents together for small programs or for a coffee and talk. She should encourage groups to obtain good films and literature from the National Association for Retarded Children and other groups. She should be instrumental in suggesting that speakers in this field be invited to bring their messages to her town. In short, all educating is not done in school, a lot of it takes place far from blackboards and desks, and the teacher should be a leader here as well as in the classroom.

And so it goes for the educational specialist. There are always children to teach; parents to counsel; communities to educate. There is always the satisfaction of a hard job well done and a knowledge of one family, one parent, and one child made happier because she struggled a little bit more toward understanding.

Section IV
Sample Programs and Equipment for Trainable Classes

A SAMPLE DAILY PROGRAM

The following material was contributed by teachers of trainable mentally retarded children. It is hoped that this will show just how the general objectives of self-care, social adjustment, and home and community usefulness are being realized on the various levels of the program. The object of this material is to show how the curriculum can be adjusted to the various levels of maturity in a trainable group.

PRE-SCHOOL GROUP

Ten children for two hour period.

9:00- 9:10 Arrival on buses. Each child takes off own wraps, hangs them up, and takes care of his toilet needs.

9:10- 9:30 Play period. Children play with manipulative toys and other equipment in an atmosphere free of unnecessary restraint and a minimum of adult intervention. Teacher uses this time to observe children and learn some of their individual problems.

9:30- 9:45 On given signal (ringing of a bell by one of the children) toys are carefully put away. Each child is made responsible as far as possible for the equipment he has used, and all help one another if there are slow ones. This is done with the idea of cultivating habits of neatness and attitudes of cooperation. Each child brings his own chair into circle, and opening exercises are held. (Flag salute, **America**)

9:45-10:15 Discussion time. Emphasis is placed upon personal neatness and development of self-help attitudes (zippers zipped, buttons buttoned, shoes laced and tied, hair combed, teeth brushed, hands and nails clean, etc.).

Show and tell period followed by rhythms and music interpretation (skipping, elephant walk, marching, Indian war dance). Use of "props" such as Indian hats, drums, guns, coonskin hats, guitar, elephant heads, clown hats are all helpful and stimulate activity.

9:45-10:15 (Art therapy on alternative days. As below.)
Aims here are for the development of favorable attitudes toward any work requiring use of hands. Emphasis, therefore, is not placed upon skill or finished product. To avoid pressure, only children who care to participate are included in this activity.

All necessary materials are made easily obtainable—scissors, crayons, paints, pencils, paste, pins, paper, as well as coloring books and old magazines to cut. Without needing to ask for help the child is able to select the items in which he is most interested. He proceeds with a minimum of direction, learning by experience and experimentation. The desire to engage in this activity and the facility of performance give fair indication of the child's readiness for primary work.

10:15-10:30 Snack time. One child is chosen to pass cookies. One is selected to ask blessing. Emphasis is placed upon manners. Everyone waits until blessing is asked. Each one must touch only the cookie he is going to take. Talking with mouth full or chewing with mouth open is discouraged. Each child waits to be excused to get a drink at the fountain.

10:30-10:55 Back in circle again for finger games, songs, games. These are chosen to develop good listening habits, ability to follow directions, ability to conform to a group situation, ability to talk, and also to enrich his vocabulary.

10:55-11:00 Each child gets his own outer garments and puts them on with a minimum of adult assistance.

11:00 Children go to the bus.

PRIMARY GROUP

Opening Exercises
- Flag salute
- Song
- Prayer. Each child may give a sentence prayer.

Show and Tell
- Children are encouraged to tell of personal experiences, or show class something they have brought to school.
- Personal cleanliness, behavior and social problems are discussed at this time.

Flannel Board
- Judy alphabet and numbers are used. Children feel and have the experience of placing letters on board, building words and sentences.

Writing
- Children are seated at desks.
- Learn to sit properly, hold paper and pencil.
- Learn different strokes needed in manuscript.
- Teacher writes on board as children write in air and then write on paper.

Arithmetic
- Arithmetic is presented during snack time.
- Crackers and cookies in different sizes and shapes.
- Marshmallows or candies are counted.
- Alpha-bits are used for letter recognition—also counted.
- Counting sticks are manipulated.

Reading Readiness
- Dolch Reading Readiness Game.
- Stories read to children—discussion by class of pictures.

Music or Art
- Details on music page.
- Children go to art therapist twice a week.

Free Play
- Free play time is important for these children. Freedom with limits is practiced.
- Materials available are balls, snap-on games, play house with table and dishes, dolls, building blocks, etc.

INTERMEDIATE GROUP

A. M.

Opening Exercises
- Flag salute.
- Patriotic Song.
- Prayer and Bible verse.
- Calendar and Weather report.
- Health check—hands, nails, ears, hair, teeth.
- Good manners chairman—shows picture.
- Safety chairman—shows picture.

Show and Tell
Homemaking
Preparation of simple dishes.
Clean up.
Eating together.
Reading and writing experiences correlated with the unit study.
Lunch

P. M.

Physical Education.
Period out of doors when weather permits.
Organized games are played.
Also a period of free choice of play is included.
Number experiences.
Music Therapy (see music therapy section).

TEEN-AGE GROUP

9:00 Opening exercises.
Flag Salute, patriotic song, prayer.
(These activities are led by the children)
Language experiences
(Oral language, reading, writing)
Calendar, weather, time, temperature, events.

9:30 Homemaking
Cleanliness—hands, hair, etc.
Recipe—reading and explanation
Supplies assembled by children
Preparation of food—each child participates in one or more steps in the process.
Number concept and measurements are used here in functional situation
Setting of table
Eating together
Clean-up
Word study—using words in recipe
Reading—making use of recipe vocabulary
Writing—use of recipe vocabulary

11:00 Lunch period
Children clean up for lunch
Experience of going through cafeteria line
Two children assist in scraping dishes and getting them ready for washing.
Eating together—teen-age group and intermediate group learn acceptable table behavior

11:25 Outdoor play period
Games—softball, races, kick ball, tether ball, jump rope, etc.

11:45 Music therapy
Learning to be a part of group recreational activity is so important for these children.

It is the only opportunity that most have for social recreation with peer group. Children bring records or play those in the school room.

Social dancing to popular music.
Square dancing
Singing

Rhythm activities—clapping, tapping, etc.

On two days a week this group has another period of music therapy with singing, rhythm band instruments, dancing, singing games.

12:15 Number concepts, oral and written language experiences is a unit study of some subject closely related to the needs and environment of the group, such as: our community flowers, trees, animals in nature, health, safety, etc.

Daily emphasis is given to speech therapy as a part of all language activity.

Emphasis is given to the skills needed for simple reading, writing, and numbers in functional situations for those children who are able to profit and for whom this will be meaningful.

12:50 Art therapy

Arts and crafts activities for the teen-age group are described in the curriculum section.

1:45 Children leave on buses for their homes.

Members of this group answer the telephone, run errands, assist the pre-primary group in going up and down the stairs and help this group in fire drills and other emergencies. They frequently are used as helpers when a teacher of another group is called out of the room.

ANOTHER SAMPLE DAILY PROGRAM

A. Daily Schedule:

8:45 Children arrive and take off wraps and hang them in the coat closet.

Choose a toy and play alone or with others. Free play time. Teacher directs only when necessary.

9:30 Children put toys away. Sit at desks. Desks are labeled with each child's name. Take the roll. Some children want to read the names and call the roll. Count the children present and tell who is absent. Observe the weather and fix the weather map and calendar. Free discussion period. May tell about something they did over the week-end or about something at home. Children face the class while talking (speech development). Teacher reads a story. Sometimes play games—Little Lost Sheep, Lost Child and Policemen, Telephone Conversations, or Traffic Games.

10:00 Salute the flag and sing the National Anthem. Say the Lord's Prayer. March to music. Play records and use rhythm instruments. Sing or act out some songs.

10:30 Children get their work boxes and go to tables for handwork. Cut, color, paste, etc.

11:00 Wash-up time for lunch.

11:10 Go to lunch room and go through the cafeteria line. Select food and carry own trays. Lunch time is a learning period. Good table manners and consideration for others.

11:50 Return to room. Rest period for ten minutes. Parents come for children from about 12:15 to 12:30.

The objectives for our classes are to help the child to learn better care for his own needs, social adjustments, and to be useful in the limit of his ability. Activities are selected and taught with these aims in mind. Many activities teach all these aims.

B. Activities in Social Adjustment:

1. Take off wraps and hang them in the coat closet in the mornings. Put on own wraps, when able, when leaving.
2. Toilet duties.
3. Wash hands with soap and dry them thoroughly.
4. Learning to say "Please" and "Thank you."
5. Learning to take turns with toys and to play together in groups. Learn to put toys away neatly when finished. Learn to share.
6. Eating in Cafeteria. Learn to select food for a properly balanced meal. Recognize meat dishes, vegetables, desserts. Opening bottle of milk, pour milk into a cup, or drink from a straw. Carry tray and select seat at table in an orderly manner. Learn proper table manners and to be pleasant at mealtime. Carry tray to dishwasher and clear papers off to throw in trash can. Wait at table quietly until all are finished.
7. Learn to take shoes off and on and to tie shoes. Use a pair of blue jeans tacked to a board to practice buttoning, tieing, zippers, and using snaps.
8. Appropriate behavior during a movie.
9. Excursions. Short walks on sidewalk in front of school. Teaches children to stay together, to wait for instructions before going on, and to assume responsibility in helping less capable children. Observe trees and plants, pets, etc., on the walk. After returning to the room recall and tell class about the excursion.

C. Self-Care:

1. Discussion of health habits and inspection of hands, hair, teeth.
2. Wash hands, comb hair before going to lunch.
3. Brush teeth after lunch.
4. Remove wraps and hang on designated hanger in coat closet.

SAMPLE MUSIC THERAPY ACTIVITIES

Because mentally retarded children have a very short span of attention, many types of activities can be used in a music class. (It should also be used throughout the day for relaxation.) See section on Musical Therapy.

Primary

Tone matching
Finger play songs
Free Rhythm play
Singing games
Dramatization
Rhythm instruments

Intermediate

Tone matching
Action—singing games—rhythm activities
Dramatization
Songs and dances
Listening experiences
Instruments

Teen-age

Patriotic songs
Popular songs
Folk songs
Dances—circle and square dances

SAMPLE ARTS THERAPY ACTIVITIES

Pre-Primary Group

1. Activities
   a. A bracelet to wear home
   b. A "cut and paste" book
   c. Choice of toy to play with
   Since the attention span is very short, two or more activities are planned of entirely different work and interest.
2. Materials
   Beads, needles threaded with elastic thread and knot tied in end
3. Technique
   Children seated at tables. Teacher shows and tells how to make bracelet to wear home. Children chosen to pass beads which have been counted into small boxes. (Short lengths of drinking straws or macaroni could be used as beads.)
   Show how needle is put through bead and then pupils proceed to work. As each finishes, the teacher ties the ends of the elastic together to form bracelet.
   Child then proceeds to Problem 2, which is "cut and paste" book. Seed catalogues, scissors, and paste; paper 9" x 18" folded

to 9" x 9". Cut out pictures of choice and paste into book. This activity leaves the teacher free to help the bracelet makers individually.

If there is any free time left upon the completion of both problems, they may choose a toy from the toy table or shelf to play with. Children clean up and put away, then are seated at tables before exchange of classes.

Primary Group

1. Activity: A kite to fly
   a. Show pictures of kites.
   b. Ask children if they have seen any and let them talk about kites.
   c. Show a toy kite example and show them how it is made.
   d. Child passes to class colored construction paper 6" x 9".
   e. Child passes crayons.
   f. Child passes scissors.
   g. Child passes string.
   h. Teacher says, "Now do just as I do," then step by step, they:
      (1) Fold paper lengthways
      (2) Fold paper crossways
      (3) Mark with crayon on folds
      (4) Fold corners down
      (5) Cut corners off on folds
      (6) Paste gummed paper on center bottom to strengthen paper
      (7) Use hand punch and put hole through gummed paper at bottom point
      (8) Thread yarn or string through hole and tie
      (9) Use crayon and make picture on both sides
      This simple toy making involves uses of simple tools and is an incentive to learn. It has been found to be one of the most popular projects.

Intermediate Group

1. Activity: Batik Crayola

   After class is seated, show them how to press hard on crayola to put more wax on paper. Demonstrate that paint over wax doesn't stick.
   a. Have child pass 9" x 18" paper (newsprint)
   b. Have child pass "tool" boxes which contain crayolas
   c. Class covers all tables with newspaper
   d. When all are ready to work the teacher shows how to fold paper into rectangles.

e. Open paper and **mark** with crayon of color choice down each **fold.** This marks paper into "boxes."
f. Each child may draw whatever he wishes in each box, i.e., flower, ball, etc.
g. Choose a color of this showcard and brush over whole paper. Let dry.
h. Put up for room decoration or use as a book cover. It is good to let class pick out the ones they like best
i. Clean up room

Teen-age Group

1. Activities:

Complete the following work:

Group a. Clay ceramic pieces, sanded, ready to fire
Group b. Plaster animals taken from molds and painted
Group c. Sewing quilt blocks

Work to be completed is discussed and questions are answered and directions clearly given.

All students bring their own work from appointed places.

Work is checked individually as it progresses. When finshed, student may choose a new problem to begin.

When time for class to end is within five minutes of the limit, class is asked to put away the work in places previously assigned.

Equipment for a School Program for Trainable Mentally Retarded Children

A. General Equipment

1. Large pleasant room, with good acoustics, ventilation, lighting.
2. Movable modern furniture adjusted to physical size of children.
3. Storage cabinets
4. Playground with play equipment and suited to children's developmental needs that will challenge child to develop muscular skill and coordination
5. Yard for gardening activities
6. Homemaking facilities
7. Shower and bathroom facilities
8. Sink in each room
9. Screens to separate areas in room
10. Bulletin board
11. Coat lockers
12. Cots for children
13. Television
14. Record player and records
15. Radio

16. Filmstrip projector.
17. Motion picture projector.
18. Screen for projector.
19. Overhead projector.

B. Suggested Equipment for room activities

1. Manipulative
   - Puzzles
   - Hammer and peg sets
   - Tinker toys
   - Hammer and nail sets
   - Peg board sets
   - Large beads and strings

2. Dramatic play equipment
   - Building blocks, large and small
   - Figures (Creative Play-Co.)
   - Family figures
   - Train sets—wooden
   - Airplanes
   - Dolls and clothing
   - Wagons
   - Community Workers
   - Animal figures—Farm, Wild
   - Boats
   - Trucks and Cars (large and small)
   - Buggies
   - Musical rocker
   - Interlocking trains and boats
   - Large play house
   - Doll bed and furniture for play house
     - Clothespins
     - Telephones
     - Stove
     - Mop, broom, dust pan
     - Refrigerator
     - Clothesline
     - Dishes
     - Cooking utensils
     - Sink
     - Cabinet
   - Dolls
   - Doll clothing—with buttons to button zippers—shoes that lace

   Dress-up clothes—with buttons, zippers, scarves, sashes, neckties, shoes, boots

3. Furniture
   - Shelves and cabinets for supplies
   - Tables and chairs
   - Table for baskets
   - Chalk and blackboards
   - Market baskets for toys
   - Bulletin boards
   - Easels

4. Games and other useful teaching equipment
   - Lotto
   - Judy Numberite—Judy Co.
   - View Masters
   - Checkers
   - Cootie Game
   - Horseshoe Game
   - Games such as bean bag boards, ring toss, etc.
   - Store Equipment
     - Cash register
     - Telephone
   - Domino
   - Day by Day Calendar
   - Flannel board
   - Chutes and Ladders Game
   - Bowling Game
   - Money
   - Clock

Store Frame
Traffic Signals
Puppets—family and story characters
Scale

5. Equipment for physical education
Playground ball
Basketball nets
Softball bats
Ping-pong balls
Volleyball net
Rope for jumping
Jungle gym
Basketball
Softballs
Ping-pong table
Volley balls
Whistle
Swings
Tether ball sets

6. Equipment for music therapy
Piano
Records
Television set
"Play" guitar and banjo
Bells (wrist)
Clog or jingle sticks
Cymbals
Drums
Sand blocks
Triangles
Xylophone (bells)
Record player
Drum
Autoharp
Bells
Castanets
Cocoanut
Melodie Bells
Rhythm sticks
Tambourines
Wood blocks

7. Equipment for art therapy

Tools most used in arts and crafts

Scissors—both blunt ends and sharp
Brushes, water colors, paste, stencil, enamel
Punches—holes, paper, and leather
Stapling machine—finger stapler, standard staples
Crochet hooks and weaving tools
Decorative snap tools for cloth or leather
Needles—tapestry, darning, sewing, weaving, beading, and mattress
Hammer and nails

Materials most used in arts and crafts

Paper—Newsprint, bogus, construction
Paint—showcard, enamel, finger, stencil
Clay—artificial, ceramic
Gluey paste and household cement (plastic)
Cotton yarns
Leather craft makings
Rickrack, etc.
Scissors
Magazines to cut
Loopers
Jewelry makings
Molding plaster
Pencils
Sandpaper

Scrap materials for arts and crafts

Boxes
- face powder
- cigar
- shoe
- oatmeal
- match
- wood shaving soap
- plastic berry
- salt

Beads and Jewelry

Plastic medicine bottles

Catalogues
- Magazines
- Clothing
- Seed

Cans
- Coffee
- Sardine
- Gallon
- Candy
- Tuna Fish
- Frozen Pie Pans

Cartons
- Cheese
- Plastic
- Egg

Cards
- Special Day

Scraps of
- Leather
- Ribbon
- Felt
- Wood blocks
- Lace
- Cloth
- Yarn

Samples - pieces
- Wool
- Wall paper
- Floor tiles
- Upholstery cloth
- Piece goods
- Plastics
- Oilcloth

Seashells—all kinds

Used but clean
- Paper doilies
- Paper cups (scalded)
- Paper plates
- Ice cream sticks (sterilized)

Wrapping papers
- Decorated
- Metallic

Spools—all sizes

Light bulbs

8. Homemaking equipment

Self-care
- Full-length mirrors for grooming
- Manicure equipment
- Toothbrushes
- Combs
- Supplies of soap, towels
- Shoe-shine kits
- Toothpaste
- Equipment for shower, shampoos

Housekeeping
- Bed and bedding
- Refrigerator
- Dishes—sufficient supply for serving class
- Cooking utensils
- Electric mixer
- Ironing board
- Dryer
- Simple cookbook
- Clock
- Broom and dustpan
- Sewing supplies
  - Needles, thread, tape measure, pins, etc.
- Equipment for hair-setting
- Stove
- Sink
- Silverware for setting table
- Electric iron
- Washing machine
- Table and chairs for kitchen
- Table cloth and napkins
- Mop
- Sewing machines

9. Science
- Thermometer
- Terrarium
- Seeds, plants
- Aquarium with plants and fish
- Pots for plants
- Pet-turtles, guppies, birds

10. Supplies for academic learning
- Reading table and chairs
- Book case
- Display tables
- Books—picture books and story books

See bibliography for books suitable for instruction in reading, writing, and arithmetic.

See list of films and filmstrips
- Writing paper
- Pencils
- Chart paper
- Magic Marker—for chart making
- Erasers
- Rulers

11. Outdoor play equipment
- See-saws
- Play boards
- Sand
- Balls
- Wagons
- Rocking boat
- Hollow blocks
- Sand box
- Pails and shovels
- Tricycles
- Steps with railings

See list of equipment for physical education (Number 5).

Audio-Visual Materials

The following films have been found meaningful for trainable children. They may be secured at the Audio-visual Aids Departments in the Tulsa Public Schools and in the Oklahoma City Public Schools. They may also be secured from the Oklahoma Film Depository at the University of Oklahoma at Norman.

1. **Health:**

Joan Avoids a Cold
Husky and Skinny
It Doesn't Hurt
Care of the Hair and Nails
Clothes We Wear
Eat For Health
Cleanliness Brings Health
Dental Health—How and Why
Milk
Let's Have Fewer Colds
Judy Learns about Milk
I never Catch a Cold
Care of the Skin
Bill's Better Breakfast
Magic Touch
Doctor
Eyes Bright
How to Catch Cold
Winkie the Watchman

2. **Socialization:**

Johnny Learns His Manners
Bully
Cindy Goes to a Party
Baby Sitter
Classroom Parking
A Good Loser
Let's Share With Others
Table Manners
We Play and Share Together
Beginning Responsibilty—Taking Care of Things
How Quiet Helps at School
Caring for Your Toys
Appreciating our Parents
Courtesy for Beginners
Fun with Speech Sounds
Good Table Manners
Patty Garman, Little Helper
Telephone Manners

3. **Stories:**

Johnny at the Fair
Alphabet Antics
Dick Whittington's Cat
Goldilocks and the Three Bears
King and the Lion
Littlest Angel
How Animals Discovered Christmas
Mother Goose Stories
Christmas Cartoon
Christmas in Toyland
Raccoon's Picnic
Three Little Pigs
Happy the Bunny
Chucky Lou
Hansel and Gretel
Heidi
Little Red Hen
Merry Christmas
Mary Had a Little Lamb
Night Before Christmas
Christmas Dream
Peppy, the Puppy
Three Little Kittens
Snowman in July
Stray Lamb

Snow White and the Seven Dwarfs
Sinbad, the Sailor
Red Hen
Ugly Duckling
Wild Horse and Little Brave
Rumpelstiltskin
Two Little Raccoons
Cinderella

4. **Safety:**
I'm no Tool with Tire
Let's Think and be Safe
Drive your Bike
Let's Stop and Go Safely
Mary Learned Her Traffic Lesson
Playground Safety
Safety Living at School
Safety on the Playground
School Bus and You
You Can't Stop on a Dime
Bicycle Safety
Bus Driver
Let's Play Safe
Play in the Snow
Play Safely
Sixty Seconds to Safety
Safest Way
Safety Patrol
You and Your Bicycle

5. **Social Studies:**
Irish Children
Jimmy visits the city
Cattle Country
Children of Holland
Oklahoma City on the March
Italian Children
Care of Pets
Cattlemen
Big Trains Rollin'
Boats

Helicopter Carries Mail
Indian House
Navajo Country
Airplane Trips
Carnival
Children of Japan
Children of Switzerland
Circus Day in Our Town
Colonial Children
Colonial Life in New England
Corn Farmer
Dairy Farm
Day at the Fair
Early Settlers in New England
Firemen
Food Store
French Canadian Children
German Children
Helicopter
Indian Pow-Wow
Mailman
Nurse
How Machines and Tools Help Us
Machines that Move Earth
Chico El Charro
Arabian Children
Children of China
Children of Russia
Children of the Alps
Circus Wakes Up
Coming of the Auto
Communication in our Town
Cowboy Smali
Daniel Boone
Enchanted Wichitas
Eskimo Children
Fire Engines
Fred Meets a Bank
French Children
Hawaii U.S.A.
Here Comes the Circus
Junior Rodeo Daredevil
Mexican Children
Our Policemen

Christmas Customs Far and Near	Our Baby
On the Way to School	Pilgrims
Pioneer Home	Policeman
Postal Service: Letters	Snow Speed
Southwestern Indian Dances	Stories in our Community
Story of Bananas	Railroad Station
Train	Truck Farmers
Family Life Around the World	Fire House Dog
Westwood by Prairie Schooner	Homes Around the World
Children Work and Play Together	

6. **Science:**

Ant City	Brock, the Badger
Nature's Half Acre	Adventures of a Baby Fox
Ali and His Baby Camel	Andy and the Lion
Animal All-Stars	Animal Friends
Animal Homes	Autumn Pastorale
Buds are Interesting	Africa Untamed
Adventures of Willie Skunk	Animal Life
Animals in Spring	Animals in Winter
Animals of the Farm	Animals of the Zoo
Animals Unlimited	Auzora Lion-Hunt
Baby Animals	Beach and Sea Animals
Beaver Valley	Billy, the Buffalo Baby
Big Land Animals of North America	Billy and Nanny Twin Goats
Bird Nesting Time	Black Bear Twins
Brown Bears Go Fishing	Common Animals of the Woods
Camera Thrills in Wildest Africa	Curious Cooti
David and the Puppy	Day is New
Deer and Its Relatives	Education of Smoky
Elephants	Elephant Hunt
Farm Animals	Farmyard Babies
Farm Babies and Mother Goats	Flipper the Seal
How Animals Help Us	Grey Squirrel
Kitty Cleans Up	Kangaroos
Life in an Aquarium	Let's Look at Animals
Little Joe Otter	Life in the Forest
Little Lamb	Live Teddy Bears
Mother Mack's Puppies Third Home	Moose Baby
Nature of Things: Camel	Mother Hen's Family
Nature of Things: Elephants	Pig Tales
Pirro and the Blackbird	Pirro and the Alarm Clock
Pirro and the Magnet	Pirro and the Lamp
	Pirro and the Phonograph

Pirro and the Telephone
Pirro and the Vacuum Cleaner
Today's Horse Farm
Shep, the Farm Dog
Seal Island
The Water We Drink
We Make Butter
We Visit the Sea Shore
Wonders in the Country Stream
Wonders in our own Back Yard
Children in Spring
Chipmunk and Bird Friends
Aquarium Wonderland
Bushy, the Squirrel
Zoo Families

Talking Car
Squeak, the Squirrel
Shepherd and His Sheep
Reptiles are Interesting
We explore the Beach
Frisky the Calf
Winter is an Adventure
Wonders in the Desert
Wonders of the Sea
Children in Summer
Animals: Ways They Eat
Bear Country
Zoo

7. **Art:**
Care of Art Materials
Let's Draw with Crayons

Eskimo Arts and Crafts

8. **Music:**
Caissons Go Rolling Along
Let's All Sing Together I, II, III
Old Black Joe
Western Melodies

Home on the Range
Holiday Carols
Star Spangled Banner

9. **Number Concepts:**
Calendar
Day Without Numbers
What is Four
What Time Is It

Addition is Easy
Let's Count
What is Money

10. **Phys. Ed.:**
Beginning Tumbling
Skip to My Lou

Three Deep
Round the Mulberry Bush

Section V

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